

**USING CLASSROOM MULTIMEDIA TOOLS TO IMPROVE
ENGLISH SPEAKING LEARNING PROCESS
FOR THE STUDENTS OF GRADE VIII AT SMPN 1 BANTUL
IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

Presented as a Partial Fulfillment of the Requirements for the
Sarjana Pendidikan Degree in English Language Education



By

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A THESIS



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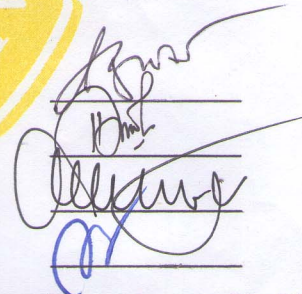
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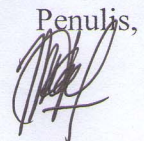
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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MOTTOS

“The beauty of a living thing is not the atoms that go into it but the way those atoms are put together. The cosmos is also within us. We're made of star stuff. We are a way for the cosmos to know itself. Across the sea of space the stars are other suns. We have traveled this way before and there is much to be learned.”

(Carl Sagan)

DEDICATIONS

To my family and Chuck Sandy - just in case.

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LIST OF ABBREVIATIONS

ET	: English Teacher
FN	: Field Note
I	: Interview
O	: Observer
R	: The Researcher
S	: Student

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ABSTRACT

The objective of this research was to improve speaking learning process for the students of grade VIII at SMPN 1 Bantul in the academic year of 2011/2012 by using classroom multimedia tools.

This research was collaborative action research. The steps were reconnaissance, planning, action and observation, and reflection. The instruments for collecting the data were interview guideline and observation sheet. The data of this research were qualitative which were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the collaborators and the students about the implemented actions in two cycles. These qualitative data were in the forms of field notes and interview transcripts. The analysis of the data was descriptive qualitative. The validity of the data was established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity.

The results show that the use of classroom multimedia tools was effective to improve the English speaking learning process for grade VIII students at SMPN 1 Bantul. The procedure of using classroom multimedia tools was integrated in the stages of teaching learning activities; warming-up, main instructional activities, and closing. Video clips were used in the warming-up session and as a presentation of input text to improve the student's comprehension on the topic of the lesson and provide the students contextual model of language expressions. PowerPoint presentation was used to deliver the language and the communication focus in the main teaching learning activities such as quiz, games, and simulation. Cambridge Oxford Dictionary Third Edition was used to provide model of correct spelling, pronunciation, and definition of vocabulary when the students encountered difficulties. To provide the students feedback on their communication skills, the students' performance in the freer production activity was recorded. The overall actions could improve the students' engagement and participation during the teaching learning process. Their motivation to practice their English speaking skill was also improved. The speaking input delivered by using classroom multimedia tools could help them comprehend the content and the language focus of learning materials better.

CHAPTER I INTRODUCTION

A. Background of the Study

Since the academic year of 2007/ 2008 SMPN 1 Bantul has become one of the Pilot-International Standard Schools in Yogyakarta. The students of the Pilot-International Standard School were demanded to master English speaking skills based on competence standard of National Standard of Education with some enrichment. The English speaking skills were not only supposed to be practiced in the English class but also in the other subjects as instructional language; especially in mathematics, science, and information technology and used as a means of communication in the school's daily life (National Department of Education, 2003).

However, the students' mastery level of speaking skills was not as high as expected. There was limitation of conversation to a limited number of direct needs only. Many students were still incapable of managing successfully a number of communicative tasks such as obtaining and giving information that specifically pertains to mathematics, science, and information technology topics. When they performed speaking tasks, they lacked the vocabulary mastery and sometimes made mispronunciation and grammar inaccuracies. Some students even still had problems to communicate fluently and confidently in English at the initial stage of interactional exchanges.

Students' lack of speaking skills was related to the poor speaking learning process. The teaching learning process set a little exposition of listening and

speaking tasks. The media and technology used in the classroom were also not varied. Mostly the text was read by the teacher out loud without employing the available choices of classroom multimedia tools. The less varied classroom activities and media could demotivate the students to practice and hone their speaking English skills.

In such an RSBI-school each class was in fact supported by LCD, screen, and speakers. Before 2010 each class had also been equipped with a computer but because of the utility's poor management most of the computers was out of order. Since then every group of same subject teachers had been given a laptop to bring technology in the classroom as encouraged in National Department of Education (2003).

Provided by various multimedia tools, there were enormous activities and materials that could be amended based on the teaching goals. The use of multimedia tools itself was not something new yet many research findings suggest that any form of comprehensible multimedia input benefits the students and has potentials to lead to the higher learning (Cirrincione, 2009). Therefore considering English speaking skills as one of the successful language learning indicators, the actual need to improve them, and the potentials of available multimedia tools the problem of English speaking learning process in grade VIII of SMP I Bantul should be solved by using classroom multimedia tools.

B. Identification of the Problems

In order to identify the possible causes in the field, English teaching learning process in the class was observed and the teacher and some students of the grade eight of SMPN 1 Bantul were interviewed. The problems were identified from the teaching techniques, materials, classroom management, students' motivation, and the use of media.

First, the teaching techniques only set a little portion for students to have speaking classroom activities. The speaking skills were emphasized by doing chain drills in which the students practice dialogues in front of the class. Activities like problem solving task, role play, and language games that provide communication intents were not quite explored. Besides, the challenging free production activities were not greatly varied because mostly the activities still focused on reading and writing skills.

Second, there was no audio material or a guide of English pronouncing words as the input of speaking activities. Most of the materials were copied from text book which was owned solely by the English teacher. There was still lack of exposure of authentic or semi-authentic spoken English in teaching learning process. The topics discussed were also still not related with subjects of science, mathematics, and technology.

The next problem found in the English teaching learning process was related to the classroom management. There were some students did not take part in the English tasks and sometimes became distracters in the class. The students were also heterogeneous in English speaking skills and characteristics of learning

style. In such a dynamic class, it was needed to manage the class by making use of different selection and types of grouping the students and shifting the teacher's and learners' role.

Students' motivation to participate interactively and practice their English at their command in the classroom was also low. When they were supposed to listen to the teacher's explanation, many students were not attentive; some read novels through their drawers, some talked with their tablemate. When it came to presentation, many students were not courageous to perform their works in front of the class. They were not only shy, but also seemed unconfident.

Available multimedia tools in the class like LCD, screen, and speakers were also rarely used. It was due to the lack of the ability of the English teacher to employ the tools maximally and to sequence interesting presentations and activities by using the multimedia tools. In fact when they are used appropriately, they can raise students' interest, enhance their understanding, and improve retention of materials given during a class session.

C. Limitation of the Problems

Due to limitations of the time, fund, and knowledge of the writer this study focused on improving speaking learning process by using classroom multimedia tools.

D. Formulation of the Problem

The research problem was formulated as follows: how can English speaking learning process of grade VIII at SMPN 1Bantulbe improved by using classroom multimedia tools?

E. Objective of the Study

The objective of the research was to improve English speaking learning process by using classroom multimedia tools for students of grade at SMP N 1 Bantul.

F. Significance of the Study

This study is expected to give some contributions to the English teaching and learning as follow:

1. For English teachers

This study can encourage the teachers to improve English speaking learning process by using classroom multimedia tools that are provided at school.

2. For education

The research can be used as current reference of efforts that can be employed to improve English teaching learning process.

3. For the researcher

The research can increase the research's ability in improving English speaking learning process by using classroom multimedia tools and possibly lead to further inquiry.

4. For students

The findings of the research are beneficial for grade VIII students of SMP N 1 Bantul in improving their speaking learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWOK

This chapter begins with a brief description of English language teaching in the Pilot International School of Junior High School (SMP-RSBI). The second section describes the speaking skills elements and the ways how to improve speaking learning process. The discussion then continues on the theories of using multimedia tools in language teaching and learning context. This chapter ends with a conceptual framework.

A. Literature Review

1. English Language Teaching in SMP-RSBI

The English teaching learning in SMP is intended to assist the learners accomplish the functional level of literacy which is to be able to communicate both in spoken and written English to get their daily needs done such as reading instructions, manuals, and newspaper. The scope of English subject in the SMP includes the following abilities: (*Standar Isi: 278*)

- a) To understand and/or produce spoken and/or written text realized in the four language skills in an integrated manner to achieve the level of functional literacy,
- b) To understand and create a variety of functional texts as well as essays and short monologue form of procedure, descriptive, recount, narrative, and report,

c) Related to linguistic competence (using the grammar and vocabulary, grammar sounds, grammar written), socio-cultural competence (using appropriate expressions and speech acts in varied communication contexts), strategies competence (overcoming problems emerging in communication process to maintain communication), and discourse competence (using discourse devices).

In SMP-RSBI some other text types should be included such as exposition, explanation, news items, poems, songs and other functional texts. It also puts distinction on the topics chosen in the class that they are supposed to additionally related to mathematics, science and technology (Department of National Education, 2007). As the implications, the English teaching should merit for further concerns in planning and implementing and therefore the lessons can achieve the goals of the curriculum.

Table 2.1 Standard competencies and the basic competences of speaking for grade VIII of SMP-RSBI in semester 2 (Department of National Education, 2007).

Standard competencies	Basic competences
9. Expressing meaning in simple conversation for interpersonal and transactional purposes interactively and noninteractively in formal and informal situation to communicate with the closest environment and/or academic context	9.1. Expressing meaning in oral and simple interpersonal and transactional conversation accurately, fluently, and acceptable; interactively and noninteractively in informal situation to communicate with the closest environment and/or academic context, containing: asking, giving and refusing information; asking, giving, and refusing things; confirming and

	<p>denying information; asking, giving, and refusing opinion; expressing, and asking agreement and disagreement; responding statement and giving attention to the speaker; starting, extending, and closing conversation; and starting, extending, and closing phone calls</p> <p>9.2 Expressing meaning in oral and simple interpersonal and transactional conversation accurately, fluently, and acceptable; interactively and noninteractively in formal situation to communicate with the closest environment and/or academic context, containing: asking, giving and refusing information; asking, giving, and refusing things; confirming and denying information; asking, giving, and refusing opinion; expressing, and asking agreement and disagreement; responding statement and giving attention to the speaker; starting, extending, and closing conversation; and starting, extending, and closing phone calls</p>
<p>10. Expressing meaning in short and simple oral functional text interactively and non-interactively in formal and informal situation in the form of <i>recount</i>, <i>narrative</i>, <i>exposition</i> to communicate with the closest environment and/or in academic context.</p>	<p>10.1 Expressing meaning in the form of <i>recount</i>, <i>narrative</i>, and <i>exposition</i> with oral and simple language accurately, fluently and acceptably to communicate interactively in informal situation with the surrounding and/or in academic context.</p> <p>10.2 Expressing meaning in the form of <i>recount</i>, <i>narrative</i>, and <i>exposition</i> with oral and simple language accurately, fluently and acceptably to communicate non-interactively in formal situation with the surrounding and/or in academic context.</p>

It is explained further that English subject at SMP R-SBI should apply National Standard of Education which is enriched by X factors. The National Standard of Education refers to some aspects like the graduate, competence, content, process, facility, fund, management and evaluation. X factors concern about the use of English as instructional language in English, mathematics, science and technology learning process and as a means of communication outside class (X^1); the best possibilities of English learning process at covering topics learned in science and technology classes (X^2); the utilization of information technology and communication in English learning process (X^3); the cross culture understanding induced in English learning process (X^4); the support of English learning process to develop students' multiple intelligence (X^5) (Department of National Education, 2007).

2. Teaching Speaking

In teaching speaking it is important to provide supportive learning environment for learners hence they will not be weighed down by the demand of the task. It is also significant to attract learners' attention not only to its outcomes but also to skills and the processes involved. Thus, employing systematic approach to deal with the numerous aspects of speaking development is worthy of consideration. Fluency and accuracy development in speaking can be applied to all speaking activities that vary from individual speech to pair work and group discussion.

a. Speaking skills

Speaking is a form of communication which carries out a conversation in the target language and functions to express ideas, feelings, thoughts, and needs orally (Brown, 2001). To be able to speak in other language effectively, one does not only need to be aware of the grammatical knowledge but also should develop a range of skills in four areas of speaking competence which are explained below.

Phonological skills

Produce accurate sounds of the target language at the phonemic (vowels and consonants) and prosodic (stress and intonations) levels.

Speech function skills

Use spoken words to perform communicative functions, such as request, demand, decline, explain, complain, encourage, beg, direct, warn, and agree.

Interactive management skills

Manage face-to-face interactions by initiating, maintaining, and closing conversations, regulating turn-taking, change topics and negotiating meaning.

Extended discourse organizations skills

Establish coherence and cohesion in extended discourse by using established conventions to structure different types of spoken texts.

Figure 2.1 Speaking Skills for Effective Communication (Goh, 2007:5)

b. Fluency, accuracy, and complexity

Fluent speech is automatic, not in need of too much effort, and is characterized that the speech production functions easily and effectively (Scmidth, 1992: 358). The features identified to measure fluency are filled pause (ums and

ers), unfilled pause, repair, total pausing time, speed, and length of run. In other words, it is in general also gauged by the speed and the numbers of hesitation. By negotiating meaning, using communication strategies, and avoiding communication breakdowns the students will develop their fluency (Richards, 2006: 14).

If fluency focuses on meanings, accuracy is concerned with form. Accuracy is noted by the number of errors based on the linguistic systems, such as grammar, vocabulary and pronunciation. As the learners make use of what they know increasingly, then they are capable of giving more attention to the quality of what they use.

Activities that highlight fluency and accuracy have some major differences. They can be summarized as follows:

Activities focusing on fluency	Activities focusing on accuracy
<ul style="list-style-type: none"> - Focus on achieving communication goals - Display natural language use - Need meaningful language use - Open to unpredictable language use - Contextualize language use 	<ul style="list-style-type: none"> - Focusing on the information of correct language examples - Practice language out of context - Do not need meaningful communication - Control language choice

Figure 2.2 Fluency and Accuracy Activities (Richards, 2005:14-15)

When speakers are already fluent and accurate, sometimes they still can only express a relatively limited range of meanings. In order to make it more complex, they need to be able to restructure or re-organize their current

knowledge. Learners experience restructuring as quick understanding and as realization that they have learned more input of the language.

c. Communication and discourse strategies

Thornbury (2001: 39) points out that the difficulties encountered by the learners in speaking can be broken down into two main areas: the knowledge and skill factors. The former is related to the aspects of language that the learners do not know yet and the latter is when the learners' knowledge is not sufficient to ensure fluency and automaticity. As the corollary, the learners might lack self-confidence and it inhibits fluency. To compensate the knowledge factor the learners can use communication strategies, and to compensate the skills factors the learners can use discourse strategies.

Communication strategies are concerned with the process of participating in a conversation and getting meaning across or clarifying what the speaker wants to convey (Yani, 2007). Discourse strategies are about how the speaking turn is managed to let other speakers know the intention of the learner's talk and therefore the flow of conversation can go more fluidly (Thornbury, 2001: 9). Turn-taking of speaking includes some skills of timing like signaling to the other speakers that they are listening then signaling the fact that the learners want to speak.

d. Cognitive process in speaking tasks

Speech production involves four major cognitive processes as follows.

1) Conceptualization

It is related with the planning of message content and selecting which information will be conveyed by speakers.

2) Formulation

After conceptualization, the speakers need to formulate utterances by finding the words and phrases to convey the information and ideas, sequencing them and putting in the correct grammatical markers.

3) Articulation

In this process, the speakers activate and control certain muscle groups of articulatory organs like lips, tongue, teeth, mouth cavity and breath to speak the formulated utterances.

4) Self-monitoring

Self-monitoring is concerned with speakers being able to identify and self-correct mistakes.

(Bygate, 1988 in Goh, 2007:3)

These four types of process happen fast and require automation since speakers do not own enough attention capacity consciously to control the process. That is why in the beginning for a second language speaker, it is not easy to manage the speech fluently and accurately and quite difficult to pay attention to all these process simultaneously under the pressure of time.

e. Attitude towards English

Attitudes towards English refers to students' prejudice, feelings, or fears about learning of English as a foreign language (Richards, 2002). It shows the persistence owned by learners in striving for a goal and implies the emotional

state and the students' thoughts that correlate English language and the culture of English-speaking people.

Motivation to attain certain degree of skills in foreign language is based on positive attitudes towards the second language community and upon a strong willingness to be able to communicate with the members of community and to become similar to them (Brown, 2001: 78). Thus the positive attitudes have a great impact on student's motivation and successful attainment of proficiency.

f. Speaking assessment

For students, being assessed for their speaking skills can be overwhelming because of the complex process of learning academic language while they are also learning content and acquiring the subtle language skills (Harmer, 2001: 256). It can create both nervousness and anxiety that may inhibit their self-confidence and fluency to perform well on the test. The activities to assess speaking are therefore supposed to be not much different from the activities to practice speaking such as interviews, live monologues, recorded monologues, and role plays (Thornbury, 2001: 125-126).

For teacher, assessing speaking is challenging due to various factors that might shape objectivity of the teacher's impression on how competent someone is in speaking a language. Thornbury (2001: 127) claims that the assessment criteria can be drawn from holistic and analytic views. Holistic scoring gives a single score based on the whole impression, while analytic scoring assesses different aspects of the task separately.

In analytic scoring, various factors are taken into account that provides information on students' specific weaknesses and strengths. Thus although analytic scoring takes longer to be made than holistic scoring, it is considered as more reliable. The categories in analytic scoring may cope with grammar and vocabulary, discourse management, pronunciation, and interactive communication. The teacher should be careful and consequently they will not be distracted by all categories and not lose sight of overall performances (Thornburry, 2001: 127-129).

3. Improving Speaking Learning Process

Improving speaking learning process is generally attributed to the successful consideration of teacher's belief of teaching speaking principles, teaching stages and techniques, speaking materials, classroom management, and media use.

a. Principles of teaching speaking

Nunan (2003: 54-57) states that some principles of teaching speaking are as the following issues:

- 1) The context of foreign language learning should be culturally taken into consideration.
- 2) Both fluency and accuracy need to be emphasized through language activities.
- 3) Using group work or pair work, and limiting teacher's talk can provide larger opportunities for students to speak.

- 4) Speaking tasks that involve negotiation for meaning should be included in lesson planning.
- 5) Both guidance and practice in transactional and interactional speaking are significant in designing classroom activities.

Harmer (2001: 105) points out three elements that are necessary for successful language learning in classrooms, they are *Engage – Study – Activate* (ESA) which is, the teacher arouses their students' interest in the topic, the students execute the task while the teacher watches and listens and they then study any language issues that the teacher has identified as being problem, the students use the target language freely.

ESA elements are basically flexible and can be modified into some other patterns, not always in straight arrows sequence and yet rather chaotically like Engage – Activate – Study – Activate or Engage – Activate – Activate - Study – Activate- Study – Engage – Activate. They are all needed to balance between study and activation, between language and topics.

Similar to the idea of ESA, Thorburry (2001:63) states that to achieve certain degree in speaking skills, it is important for the learners to have at least three stages: awareness, appropriation, and autonomy. Awareness involves at least three processes: attention, noticing, and understanding which aims to assist the learners to be aware of features of the target knowledge base. Appropriation is about the practiced control where the learners are allowed to control their

speaking skills freely while support is always at hand. Autonomy refers to the ability of self regulating as a result of skills that formerly has been regulated.

In achieving autonomy learners are given assistance as minimal as possible in order to boost their self-confidence as well as taking higher risks. Harmer (2001: 87) stresses three reasons to give students speaking tasks which encourage them to use their English at their command as follows.

1) Rehearsal

In order to prepare for public performance or for larger audience, having students to use the language at their best can give learners chance to gain the feel how to communicate in the foreign language.

2) Feedback

Speaking tasks in which students try to employ the language skills can provide useful feedback for both students and teachers.

3) Engagement

If the students fully participate and the teacher has arranged the speaking activities properly, the learning process can give tremendous contentment. Speaking tasks should be basically motivating and intrinsically enjoyable.

b. Contextual- Communicative Model in Teaching Speaking

The contextual-communicative model of English as a foreign language teaching learning focuses on learner's centeredness (Madya, 2004). This model of

teaching procedure emphasizes three parts; warming up, main instructional activities, and closing. Warming up session is intended to engage students' attention, direct it, and arouse their motivation to learn the speaking skill. Main teaching learning activities is to facilitate the students' understanding of the intended meaning of a text, the language elements of such meaning, and the acquisition of communicative competencies. In essence the main teaching learning process integrates aspects of meaning, language and communication. The last part, closing, is to summarize the activities and to make the students aware of the expressions being learned.

b. Multimedia Tools

Research findings suggest that any form of comprehensible multimedia input gives advantages to students (Chanthiramathi, 2011: 1; Kasapoğlu, 2010: 228). While using audio material only is nearly not enough to improve students' speaking skills, Kasapoğlu (2010: 228-230) points out that using film or video improves students' pronunciation skills and even listening comprehension which greatly gives impacts to the oral communication skills of students. The video input has contextual cues that can recall the text or information of video and yields the natural interest of the students to see how the story develops (Whiting & Granoff, 2010: 6).

Video is only one of the elements of multimedia tools. There are other multimedia inputs that can be employed from the available tools at each classroom of SMP N 1 Bantul. Each of the class is provided by LCD projector,

screen, and speakers that allow the English teacher to make use of video, PowerPoint presentation, image, sound, dictionary software and other features.

Besides, the students are quite literate about their use in their classroom. The English teacher is already familiar too although he has still a lack of adequate skills to effectively use the available multimedia tools. With a wealth of resources that can be found on internet like from Youtube and other webs, the classroom multimedia tools to improve speaking learning process can be employed successfully.

3. Multimedia Tools in English Language Teaching

a. Definition of multimedia tools

Generally speaking, multimedia is the use of several media to present information, some form of communication, or experience delivered via computer (Reeves, 1998: 8). Combinations may involve text, graphics, animation, pictures, video, and sound (Mitra, 2000; Reddi, 2003). It usually refers to the use of material presentation in two forms: auditory/verbal and visual/pictorial (Berk, 2009). PowerPoint, games, and computer-assisted video learning are the examples of the multimedia tool strategies in a variety of content areas.

Language teachers have been using multimedia tools for years like videotapes, audio CDs, pictures, text and artifacts. Nowadays' technologies, however, allow educators and students to integrate, combine and interact with media much further from what formerly could do. Even the presence of such

media has been integrated in each modern classroom to enhance the teaching learning process.

Devaki (2001: 68) points out that the multimedia tools can be utilized in a stand-alone, used with web, or in a combination of both these environments. In a stand-alone environment, the user makes use of the computer and the learning material is presented either on diskette or flashdisk or CD Rom, with or without local area network connections. In the distributed environments, multimedia is employed with internet connections and has distributed users with different platforms like Windows or Mackintosh. The use of multimedia allows the use of word-processors, PowerPoint, clip-art images, other graphics, and audio-visuals while it has the capability of supporting learning based on concrete and virtually real life contexts.

Devaki explains further that there are two views of multimedia from language learning context. They are as follows.

1) Learning from technology

In the sense of learning from technology, multimedia is used by learners for gaining information, transmitting knowledge about the content or the specific structure. In the teaching of Tense, for instance, the tense markers are made bold. Students read the lesson and answer some exercises carefully.

2) Learning with technology

Learning with technology emphasizes the function of multimedia which does not focus on information per se but what is done with the information. It lets

the learners shape their knowledge development as a process of constructivist learning. For example when teaching tenses, the rule emerges as the learners move forward in the task. Imaginary character is created and some situations are designed to help the learners use the tenses in more meaningful discourse contexts.

Erben et al. (2009: 73) suggests that the instructional technologies can be classified into two groups based on the usage and purpose. There are technologies used to manage teaching and instruction or to design the teaching materials such as PowerPoint presentations in the classroom, quizzes through some Web pages, and virtual communication. The other technologies are introduced into the classroom as a catalyst for the learning process such as podcasts, webpage builders, emails and instant messaging. The difference is mainly about who creates the materials; the teacher or the students.

The following continuum briefly summarizes how the instructional technologies (IT) vary in use.

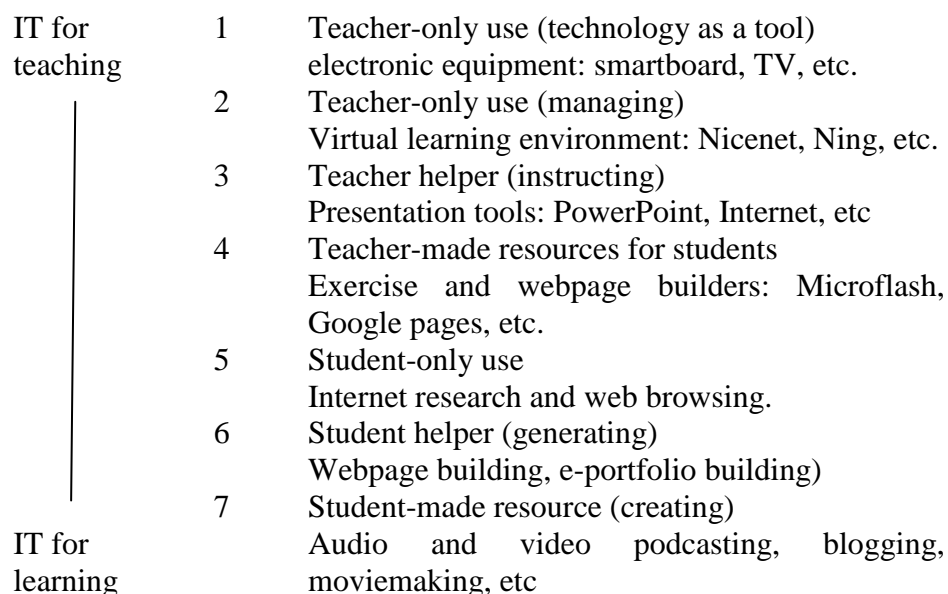


Figure 2.3 Continuum of instructional technology (Gilakjani, 2012)

b. Pedagogical value

The use of reasonable multimedia in language teaching and learning can lead to higher learning. The rationale and potential pedagogical value for using classroom multimedia tools are as follow (Gilakjani, 2012):

1) To raise interest level

Students appreciate media that vary greatly. Compared to such media as textbooks and whiteboard, multimedia materials have special effects that are more lively and appealing. The creative designs of multimedia materials can also increase intrinsic motivation of the students to learn language.

2) To enhance understanding

The presentation of materials that utilizes rich media can enhance students' understanding of complex information. Combining the existing technology can give abundant information to not only focus on the language form presentation but also the content of the messages.

3) To increase memorability

Rich media materials improve encoding and help learners to retrieve the memories more easily, better long-term memory. Video, for example, consists of sound and pictures that allow the learners to build psychological representation actively.

c. Principles of multimedia tools

Gilakjani (2012) identifies the principles of multimedia tools on how they contribute to the learning process.

1) Words and pictures are better than words alone

Written or spoken text combined with statistic graphic images, animation or video are better than words alone. Both words and pictures have the brain process more information in working memory.

2) Multimedia learning is more effective when learners' attention is focused.

Split attention happens when the learner is required to process information that is visually not presented in the class because the brain should simultaneously integrate the disparate sources of information.

3) The presentation of multimedia content should exclude extraneous and redundant information.

Because brain has limited information processing resources, learning process takes place in the effective way when interesting and irrelevant information is removed.

- 4) Multimedia learning is more effective when it is interactive and under the control of the learner

Students have different level of learning pace. Multimedia presentations are more effective when the learner has the ability to control and interact with the presentation, by slowing it down and stopping it.

- 5) Multimedia learning is more effective when learner knowledge structures are activated prior to exposure to multimedia content.

Learning from multimedia presentations is strengthened when it activates the organization of information. Activation can be done by letting the students have the content review through discussion, demonstration, etc.

- 6) Multimedia instruction that includes animation can improve learning

Animation if used effectively, by employing narration and letting the students stop and control its use by themselves, can improve learning.

d. Multimedia Theories Learning

1) Cognitive psychology

In the cognitive theory, learning is considered as a sense-making activity while teaching is considered as an attempt to cultivate appropriate cognitive processing among the learners (Cirrincione, 2009: 1054). An essential element of active processing is to build pictorial and verbal presentations of lesson's material and to mentally internalize them. Learners are able to gain information through five senses; 83% information is obtained visually, 11% is obtained auditorally, and other information through olfactory

organ (3.5%), tactile organ (1.5%), and taste organ (1%) (Ainsworth in Gilakjani, 2012: 59).

Multimedia can offer multiple benefits like visual and auditory access to convey the information. The use of modern projector, for example, can better enhance the stimuli through presentations of authentic materials rather than through single auditory presentations delivered by teachers who might exhibit poor or inaccurate pronunciation.

2) The input hypothesis

Krashen (2009; 20-22) points out that the input hypothesis that learning in the classroom can help learners acquire language by making input comprehensible. Learners can understand best the message when their knowledge of the world is activated, when additional verbal and pictorial information are available, or when previously acquired language is used. If the input is understood and there is enough of it, language acquisition will occur automatically.

By focusing on the form, multimedia materials can improve learners' comprehension. The same computer technology that facilitates the design of multimedia and its distribution enable us to attain materials from a wide variety of input sources. PowerPoint, for an instance, can encourage simplistic thinking by squashing complex ideas into bulleted points, and by turning stories with beginning, middle, and end into a set of disparate points.

3) Affective filter hypothesis

A number of emotional variables such as anxiety, self-doubt, motivation, and self-confidence contribute a significant part in the second language acquisition (Brown, 2007: 180; Krashen, 2007: 32). Learner's affective factors are like changeable sort, blocking or passing without restraint the acquisition of new learning material. Ideally when learners have high motivation, low anxiety, and low self-doubt they can acquire knowledge effectively. Multimedia, which is harnessed well in teaching learning process, can build a relaxing and non-threatening learning environment in which learner's motivation and self esteem can be boosted and learners' anxiety can be lowered.

e. Teacher's and learners' role

The relationships among participants in the classroom can affect classroom practices and behavior (Brown, 2004: 18). In that, each individual may give unique contribution to the learning situation. Teachers are likely to play more than one role and switch the role as required. These roles will vary according to the teachers' beliefs and teaching context.

By using multimedia tools in the classroom, teacher has several different roles summarized as follows.

<p>Facilitator and guide</p> <p>There are many available texts and materials to help improve the students' language skills. Thus, teachers need to know how to use them and how to teach learners to effectively use all of these materials.</p>

Integrator

Teachers must not only know and understand the functions of different media available in a media-rich environment, but also know when best to organize them.

Researcher

Teachers need to know how and where they can access information for themselves and for their learners' use.

Designer

In order to organize successful learning situation, teachers need to learn how to put together tasks and materials to guide their learners to successful execution and conclusion of their projects.

Collaborator

Collaboration with colleagues like other language teachers or even Information Technology teachers will ease the burden and make the efforts more fruitful and rewarding.

Figure 2.4 Teacher's role in multimedia environment (Gilakjani, 2012)

One of the advantages of multimedia in English language teaching is the availability of much information and various resources for the learners. However, at some point students should also know how to operate computer and multimedia tools to feel at ease and participate actively in the activities. For example, when students give presentation in front of the class by using PowerPoint Presentation, both visual and audio materials can be presented and students have many options to decide which information they want to perform.

Thus in the multimedia environment, students are required to become active and selective in absorbing the determinant elements of learned information. Some students might be overwhelmed by the fun and novelty of the multimedia materials yet they neglect the main essence of its use. Watching English video, for an instance, can be a really fun activity, but it is possible that they are unable to

gain the main and important points of the video they watch and may fail to relate them to the objectives of the lesson.

f. Instructional Techniques for Effective Use of Multimedia Tools

There are some multimedia tools available in SMP 1 Bantul. Each classroom is provided with LCD projector, speakers and internet hotspot. The group of English teachers in the school is also provided with laptop which allows them to explore the use of multimedia in classroom presentations. In order to use multimedia effectively, major characteristics of multimedia tools and their instructional techniques should be taken into account.

1) Video

Videos are able to tap linguistic, spatial, and musical intelligences of students (Berk, 2009: 3-4). The dialogues, plots, lyrics, and any wordings presented in videos can facilitate effective process in verbal working memory. The images can provide the students hooks on which to put meaning and make sense of what they hear. The music alone in videos can draw emotional reactions or excitement and liking or disliking.

Berk also highlights three sets of criteria that must be considered when selecting the videos for students. They are as follow.

a) The students' characteristics

There are some salient socio-demographic characteristic that should be taken into account such as age, grade level, gender, and ethnicity.

b) The offensiveness of the video

This deals with the possible offensiveness of the video according to specific audiences like adolescents.

c) The video structure

For instructional use, length, context, actions or visual cues, number of characters are important to note.

When using video in language classroom there are three stages to promote active viewing, accrue students' comprehension, and recall information (Stempleski: 2003, 366-367).

a) Previewing activities

It is to prepare the students by tapping their previous knowledge, lessen the fear of unfamiliar vocabulary, and simulate interest in the topic. For example by telling what situation might happen and asking the students to predict the content.

b) Viewing activities

Viewing activities is conducted to facilitate the actual viewing of the video. Generally it is important to employ activities focusing on the basic situation. Playing and replaying the video can help the students to discover and focus on important aspects like factual information, plot development, or the language used in a particular situation.

c) Post-viewing activities

There are various post-viewing activities such as role-play, debate, and discussion. They require the students to respond and react to the video or to practice some particular language functions.

2) PowerPoint

PowerPoint is a designed presentation program for creating electronic slide shows (Liuzhi, 2011). Moving from one slide to the next, the format leads the presenters to organize the material in a linear way that will improve the organization of the class session. It is possible to embed multimedia elements like audio, video, and hyperlinks on each of the slide. There are also a wide range of predefined templates of PowerPoint with professionally designed backgrounds, texts, and colors to lighten the burden of creating multimedia projects of novices.

The first step of creating PowerPoint is to prepare a class plan that guides the selection of media and provides the context for each media element. It is also to decide which key points in need of emphasis. When developing the class plan as a slide ware presentation, minimizing text, distractions and choosing pictures, graphs, and videos that clearly demonstrate the lesson contexts are worthy of consideration (Liuzhi, 2011).

Ivers and Baron (2002, 113-115) point out several steps for developing presentations with PowerPoint, they are as follow.

- a) Select a layout and design template
- b) Create screen with text and graphs
- c) Sequence the presentation

- d) Add media elements
- e) Pilot-test the presentation
- f) Print the series

By minimizing irrelevant information on each slide, getting the students to the point throughout the presentation can help reduce the redundancy. Giving handouts where the detailed content summary and information are provided is also useful, such as in preparing for test and for note taking.

Berk (2012, 4-5) further states about ten best practices that reflect the potential of PowerPoint in face-to-face classroom as quoted in the following.

- a) Slide background

Choosing a straightforward template theme or solid color/gradient background that will not distract from word or image content is substantial; irrelevant graphics and logos should be minimized or placed on opening and closing slides only;

- b) Font

30PT is a minimum size for text and larger for heads; Gill Sans MT, Microsoft Sans Serif, Arial, Verdana, or Lucinda Console are examples of the letter types that can be read easily from the back of the classroom;

- c) Color

High-contrast colors with a cool background (blues or greens), which recede from the eyeballs, and warm font (yellow, orange, or red) can command eyes' focus and attention;

d) Titles and Headings

A short full-sentence heading for each slide that briefly summarizes the content is better compared to a word or phrase;

e) Text or Bullet Points

Minimal amount of text and number of bullet points is preferably not more than three; and the key points should be highlighted thus the students' eyeballs can be drawn to the specific point of each slide;

f) Engagement

In the learning activity or exercise, students should focus on the presenter, the screen, or other students in teams, small groups, or a demonstration;

g) Images

Photos, charts, graphs, tables, and diagrams especially animated visuals and infographics that make a specific point with no detail can enhance learning significantly more than static visuals;

h) Movement

Slide transitions should be used systematically throughout presentation; animations can generate interest, motivation, and engagement, which can promote deep learning;

i) Music

Music synchronized with students' familiarity can create emotional connections;

j) Videos

Embedding video clips from YouTube, movies, or student projects into your slides or stream in clips are powerful tool.

In integrating multimedia tools to the teaching learning process, a lesson development that requires making decisions about those three inter-related elements should exist. They are academic content which covers what to teach from curriculum frameworks, textbooks, books, and internet resources; teaching goals, methods and procedures that explain how to teach the materials; and learning assessment that draws conclusion on how to know what the students have learned (State Educational Technology Director's Association; 2008: 62).

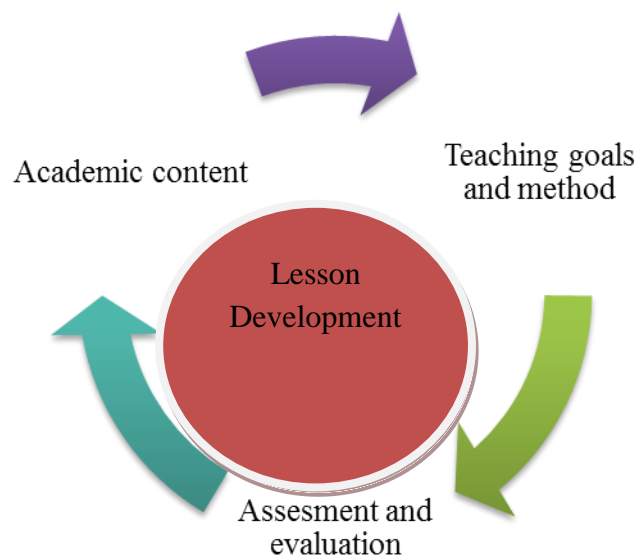


Figure 2.5 Elements of lesson development (State Educational Technology Director's Association; 2008: 62)

4. Conceptual Framework

The students' mastery level of speaking skills in SMP N 1 Bantul is not as high as expected. Based on their study records, interviews with the English teachers and several students, as well as observations, many students still lack self-confidence to express their ideas in English. When they perform speaking tasks there are many mispronunciation and grammar inaccuracies. To some extent, their vocabulary mastery is limited to daily life so that they frequently encounter problems when the talking pertains specifically to mathematics, science, and information technology topics. Their lack of language skills inhibits their fluency and accuracy.

Based on the observation and the interview with the English teachers and the students of SMP N 1 Bantul on February 22, 2012, it showed that some problems occurred on the English teaching learning process of speaking. The students were not engaged. The teaching techniques only set a little portion for students to have speaking classroom activities and the sequences of activities were monotonous. There is only little feedback towards the students' skills progress like their pronunciation, vocabulary, and fluency. There is also lack of the exposure of authentic English materials. The way the materials delivered is not interesting. The classroom management fails to generate the students' motivation. At last, multimedia tools provided in the classroom such as LCD, projector, and speakers are also rarely used.

Multimedia refers to the use of material presentation in two forms: auditory/verbal and visual/pictorial (Berk, 2009). The combinations may involve

text, graphics, animation, pictures, video, and sound (Mitra, 2000; Reddi, 2003; Erben, Martha & Castaneda, 2009). Multimedia tools are the devices and programs that are used to create, maintain, and deliver the multimedia content. The available classroom multimedia tools at SMPN 1 Bantul are LCD, screen, speaker, video, PowerPoint presentation, and Cambridge Advanced Learner's Dictionary.

The English teacher has not yet maximized the benefit of multimedia tools because of the inadequate computer skills and lack of the material resources that even may slow down and impede the learning process. The numerous studies accentuate that the success and failure of language teaching and learning process using multimedia are not determined by the media themselves, but by other factors like teachers' creativity and adaptability, students' language ability, as well as the curriculum and the teaching goals. Thus the use of multimedia tools in language learning should be tailored to the different levels of the English teachers in a specific task.

Multimedia tools have the benefits that may contribute significantly in the foreign language learning process. In cognitive theory, multimedia tools are an essential element of active processing that has the benefits to build pictorial and verbal presentations of lesson's material and to mentally internalize them (Cirrincione, 2009: 1054; Ainsworth in Gilakjani, 2012: 59). In affective filter theory, a number of emotional variables such as anxiety and self-doubt can be lowered while motivation and self-confidence can be accrued by maximizing the use of multimedia tools (Brown, 2007: 180; Krashen, 2007: 32).

For the purpose of this research, improving speaking learning process by maximizing the use of classroom multimedia tools encompasses decisions about the multimedia material selection that copes with the speaking tasks which are also in line with the objectives of the speaking lesson. The chosen multimedia, material, and tasks are influenced by the researcher's computer skills and the feasible problems of speaking learning process that need priorities to be solved. In this respect, the process of improving learning process involves making decisions on how to put teaching principles into practice. In each meeting the procedure of using different classroom multimedia tools are integrated in the stages of contextual communicative approach which consisted of warming up, main teaching learning activities, and closing.

CHAPTER III RESEARCH METHOD

A. Type of the Research

This research is an action research study. It involves reflective process to solve particular cause of the problems identified in the teaching learning process (Burns, 2010: 2). The reflective process was completed by interpreting data then developing new strategies and eventually justifying for practical actions further. In this respect the English teacher, the students, and the collaborator were invited to work collaboratively with the researcher to provide feedback. It would be translated into modifications, directional changes, redefinitions, and adjustments.

The phases of the action research were based on Kemmis and Mc Taggart's theory. They consisted of developing a plan, acting to implement it, observing the effects of the actions, and reflecting on these effects, as the basis for the further planning (Tytler and Angwin, 1997:5). Below is the series of phases formed cycles which was proposed by Kemmis and Taggart (Burns, 2010: 32).

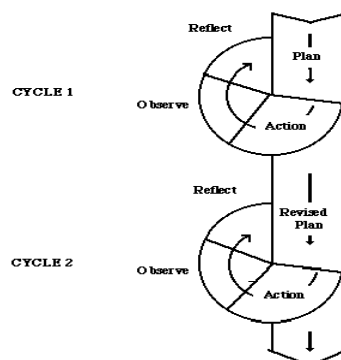


Figure 3. 1 Kemmis and Mc. Taggart's action research model (Burns, 2010: 32)

By doing action research, it is expected to make deliberate alteration in the immediate situation so that there is improvement or at least a change particularly in the classroom instruction. Burns (1999: 31) states that instead of driven by theories suggested through investigations; the findings and insights are mainly directed by the participants within the specific teaching situation. In this study, the improvement is the betterment in the speaking teaching learning process of the grade eight students at SMPN 1 Bantul by using classroom multimedia tools.

B. Research Settings

This research was conducted from May 8 up to June 1, 2012 at SMPN 1 Bantul in Kartini Street No. 42 Bantul. This school was chosen based on the observation on the English teaching learning process and the interview with the English teacher and some students which confirmed that the students had low English speaking skills whereas the expectation of English speaking achievement of such SMP-RSBI was high. In this study, the research subjects were students of grade VIII-F at SMPN 1 Bantul. There were 24 students in this class, 13 female and 11 male students.

C. Instruments of the Research

The main instrument of this research was researcher herself. In order to help her collect the data, interview guideline, observation sheet, and camera were employed.

1. Interview guideline

The interview guidelines were divided into teacher interview guideline and student interview guideline. They consisted of four questions for the English

teacher and four questions for the students. The questions were aimed to gain information about opinions related to the use of the classroom multimedia tools.

2. Observation sheet

The observation sheet was used as a guide for the researcher in observing the teaching learning process.

3. Camera

Camera was used to take pictures on how the teaching learning process conducted as well as the situations in the classroom.

D. Data Collection Technique

The data were collected qualitatively. Adopting the qualitative perspective was to gain understanding of research participants' perception which varied from the actual responses, opinions, obstacles, preferences, and expectations. They were obtained from carrying out observation along the teaching learning process, doing interview the students and the English teacher after each cycle, writing field notes, scoring the students' performances, and taking photographs.

1. Observation

Observation was done to gain specific information objectively and analytically for supervising, inspection on the next action plan. Besides by the researcher, the observation was also done by the English teacher and the collaborator.

2. Interview

The type of interview was semi-guided interview. In semi-guided interview, a set of questions to understand what to know in more depth and to gain

richer information was prepared while some flexibility was allowed according to how the students and the English teacher responded. It did not only provide some comparisons from the participant's responses, but also enable individual diversity and flexibility to exist. The interview was conducted after each action implemented.

3. Taking field note

The field note was used to record descriptions and accounts when the multimedia tools were utilized in the English speaking teaching learning process, including verbal and non-verbal information of students' response and the sequences of activities and tasks.

4. Taking photographs

When action plan was being conducted, the camera was used to capture some moments and activities in the learning process.

E. The Analysis of the Data

The data obtained through observation and interviews were analyzed by distilling and summarizing the data to identify the most prevalent themes from the data in a descriptive way. The description of the data was followed by making the inference to answer the research formulation problem on how to improve English speaking learning process by using multimedia tools for the VIII grade students in SMPN 1 Bantul. This could be accomplished by comparing and contrasting the data and by examining the data from different conceptual frames of each participant.

F. Procedure of the Research Study

The procedure of the research on improving English speaking learning process by using classroom multimedia tools began with determining the thematic concern on the reconnaissance and was followed by planning, acting, observing, and doing reflection.

1. Determining the thematic concern on the reconnaissance

In this step, observation was conducted when English teaching learning process took place, the English teacher was interviewed and some documents studies like the English achievement of SMP I Bantul were collected to identify the possible cause of problems related to teaching learning process in the classroom then the focus of research objective was drawn.

2. Planning

After recognizing the area to examine and the focus of the research, some actions were designed to be implemented in the class. As they should also be in line with the teaching beliefs and philosophies of the researcher, literature on the utilization of multimedia tools in language teaching was reviewed. Permission from the school board, district, or the individual school and the head of Department of English Language Education to undertake the research was also obtained.

3. Implementation

The process of action and research are integrated which means while the action took place, every interpretation of the phenomenon happened in the class

was noted. To accord with such a spirit, practices are always in need of investigation in order to alter them for goodness.

4. Reflection

Each practice of the cycle was investigated to explore and expand the understanding of what happened in the class and how the speaking learning process should take place in the next action. This reflection on action was made systematically along with the reflection on beliefs, values and the teaching experiences to expand the researcher's personal practical knowledge. Such reflections were the foundation to continue, modify or make total change of the next actions in using multimedia tools to improve the English speaking learning process.

G. Data Validity

To make the conclusion of the research trustworthy, credible and accurate; the validity of the data is checked by using five criteria proposed by Anderson et al. (1994) in Burns (1999). Its aim is to meet multiple points of view and see whether they corroborate each other. The multiple perspectives can be those of students, teacher, and a participant observer explained as follows.

1. Democratic Validity

Democratic validity is related to the point that the research is truly collaborative. To fulfill the democratic validity, every participant was given sufficient opportunity to give their thoughts, feelings, concerns, and expectations during the research. The process was through some discussions involving the English teacher, the collaborator, and the researcher. The first discussion was held

to plan the actions. During the research, some discussions were carried out to discuss the progress of the research. In the end of every meeting, the English teacher, the collaborator, and the researcher had a discussion to reflect the actions of that day. Meanwhile, in the end of every cycle, the discussions was done to evaluate and to formulate the actions in the next cycle.

2. Outcome Validity

Outcome validity is related to the concept of actions leading outcome that are successful in the research context. To fulfill the outcome validity there were indicators that show the improvement of the English speaking learning process.

3. Process Validity

Process validity raises questions about the process of conducting research. To gain process validity, the data were collected by doing observation and taking note during the research.

4. Catalytic Validity

Catalytic validity, which is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers' and learners' understanding of their roles, and the action taken as result of these changes, or by monitoring other participants' perceptions of problems in the research setting. The catalytic validity was fulfilled by interviewing and asking feedback of the English teacher, the collaborator, and the students.

5. Dialogic validity

It was related to the notion that the research was conducted through reflective dialogue with critical friends or other practitioner researcher. The dialogic validity was completed by having discussions with the English teacher and collaborator.

To obtain the trustworthiness, Burns (1999: 163) suggests four triangulation techniques:

- a. Time triangulation: data were collected at one point in time or over a period of time to get a sense of what factors are involved in change processes.
- b. Space triangulation: data were collected across different subgroups of people to avoid the limitation of studies conducted within one group.
- c. Investigator triangulation: more than one observer was used in the same research setting to avoid observer bias and provided checks on reliability of the observations.
- d. Theoretical triangulation: data were analyzed from more than one perspective to asset the reliability of the data; the researcher involved the collaborator, the English teacher, and the eight grade students of SMPN I Bantul.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND INTREPRETATION

There are four sections in this chapter. The first section presents the reconnaissance steps. The second reports the implementation of the actions which consists of cycle I and cycle II. The general findings are discussed in the following section. At last the scores of the students' performances during two cycles are also presented.

A. Reconnaissance

In this step, some observations concerning the English teaching and learning process of class VIII at SMP 1 Bantul were conducted. The English teacher and students were interviewed to gain the insight of the problems during the teaching and learning process. The following is the vignette describing how an English lesson was carried out.

Vignette

Day/date : Tuesday, February 22, 2012

Time : 12.00 pm

Place : Class VIII F

The number of female students : 11 students

The number of male students : 13 students

The bell rang at 12.00 pm, the English teacher and the researcher started to head to the classroom. When arriving, the students were not ready to kick off the lesson. Some of the students still chatted, some ate snack, a few were outside of the classroom, and one student worked with his laptop. After the teacher got the students prepared, he greeted the students. The researcher observed the whole activities by sitting on a chair in the back row.

The English teacher reviewed the previous learned topic about narrative text by posing some questions. Some of the students at the front pay attention but many of the students did not answer the teacher's questions and were not engaged.

The teacher asked about the homework in which the students should make a dialogue by using past tense. Called their name in union by reading the presence list, the students enacted their dialogues while reading their note. Some students made pronunciation mistakes, some took too long to get ready, and a few did a good job. The teacher gave final remarks but did not correct some pronunciation or grammatical mistakes.

It was now 12.35. The English teacher presented a new material about narrative text. He read aloud one text about Christmas on a textbook. The students did not get the copy of the material. They were expected to listen to the teacher carefully, but probably because of the teacher's low voice some of the students read novels through their drawer that were not related to the teaching learning activities. One student made noise and some jokes throwing laughter into the class. The teacher asked him to continue reading. The teacher wrote one sentence of the text in the whiteboard and explained about passive voice in past tense.

The teacher asked the students to do exercises he wrote on the whiteboard. Then he circled around the class to check the students' work. However most of the students did the exercise unenthusiastically. Some were even cheating their tablemates. But when the students had difficulties in vocabulary they would ask the teacher. Most of the time the teacher used English to communicate with them but when they responded in English it really was just short phrases such as "Ok, sir. Got it." and "Yes, now, sir?"

After the teacher ensured that all of the students had completed the exercise, they were asked to read the answers one by one. The bell rang at 13.20.

Based on the observation it was known that the teacher only used material from a text book. The teacher would read aloud the text and although the students did not get the copy of material, they were supposed to listen carefully. The topic discussed also did not relate to science, mathematics, and technology subject like what an R-SBI school's material was expected to develop. The English teacher did not use specific multimedia tools existing in the classroom. In consequence there was not enough audio speaking input. When the teacher encouraged the students to participate, many students were not engaged. Some students still encountered problems to speak confidently and fluently in front of the class. They also had

difficulties in expanding their speak length and it seemed because of the lack of vocabulary mastery since many of them asked their teacher to express some certain ideas.

Based on the interviews conducted with the English teacher and the students, it was known that the English teacher had difficulties in developing English teaching learning activities and materials. How the materials and activities were arranged could not draw the students' attention and to students they were monotonous and not challenging enough. He also encountered problems on using the multimedia tools due to the failures in the past meetings to engage the students' interest.

After discussing with the English teacher the problems in the classroom were identified as follows.

1. Many of the students were not engaged in the instructional process.
2. The students' motivation to practice their English at their command was low.
3. The way the teaching learning material delivered was not interesting.
4. The tasks were monotonous and not well-organized.
5. The classroom management did not run well.
6. There were no authentic English materials.
7. The multimedia tools provided in the class was only used once in the previous semester.

Table 4.1: The Field Problems

No	Field Problems	Indicators
1.	Many of the students were not engaged.	<ol style="list-style-type: none"> 1. Students did not willingly prepare themselves to start the lesson. 2. When the teacher was explaining, some of the

		<p>students read Indonesian novels that were not related to the teaching learning material through their drawers.</p> <p>3. Only a few of the students answered the teacher's questions.</p> <p>4. The students did not volunteer themselves to perform the exercises given.</p>
2.	The students' motivation to practice their English at their command was low.	<p>1. Instead of speaking freely many of the students read their note when they were expected to enact their dialogue.</p> <p>2. The students took much time when they were about to perform.</p> <p>3. Some students lowered their voice because they were afraid of other students' comment.</p>
3.	The way the materials delivered was not interesting.	<p>1. The teacher did not use varied media effectively.</p> <p>2. The teacher's voice was low.</p> <p>3. Students seemed uninterested to listen actively or take a note.</p> <p>4. The teaching learning focused on grammar while pronunciation was not discussed further and the learned vocabulary was not reviewed.</p>
4.	The tasks were monotonous.	<p>1. The teaching learning focused on drilling.</p> <p>2. The teacher barely used games in the class.</p> <p>3. The students seemed bored.</p> <p>4. The teacher rarely allowed the students to work in groups.</p>
5.	The classroom management did not run well.	<p>1. The attention was often focused on some students who made the class noisy.</p> <p>2. Students at the back row did not pay attention toward the teacher's instruction.</p> <p>3. When the teacher was explaining, some students read Indonesian novels that did not relate to the teaching learning activities through their drawer.</p>
6.	There were not enough listening and speaking input materials.	<p>1. Listening materials were taken from the text book but the students did not have the text book and did not get any copy of the materials.</p> <p>2. There was no video or recorded monologue text by which the students could learn listening comprehension and correct pronunciation.</p> <p>3. The teacher did not know where to find trusted</p>

		websites on the internet to suit the students' need of materials.
7.	The multimedia tools provided in the class were rarely used.	<ol style="list-style-type: none"> 1. The teacher was not familiar to use the multimedia tools in an effective way. 2. The teacher only used Microsoft PowerPoint once.

After identifying the problems occurring in the English class, the research team formulated the most urgent and feasible problems to be solved. The problems were determined by discussing them with the research team. They are as follows.

1. Many of the students were not engaged.
2. The tasks were monotonous.
3. The way the English teacher delivered the material was not interesting.
4. There were not enough listening and speaking input materials..
5. The multimedia tools provided in the class were only used once.

To solve the formulated problems above, some solutions were planned as discussed previously by the research team.

Table 4.2: Problems' solvency

No	Problems Found	Techniques Provided
1.	Many of the students were not engaged.	<ol style="list-style-type: none"> 1. Using video in the warming-up session. 2. Providing fun activity like <i>Wipe out Game</i> by using PowerPoint presentation. 3. Involving the students to answer questions especially when the teacher delivered PowerPoint presentation. 4. Giving attention not only to the students who made noise but also to those who were quiet and shy.
2.	The tasks were not greatly varied.	<ol style="list-style-type: none"> 1. Using various activities for listening, speaking, reading, and writing by employing video, PowerPoint presentation, recorded text, pictures, and software of advanced

		<p>dictionary.</p> <p>2. Using more variety for activity management; individual, pair, and groupwork.</p>
3.	The way the English teacher delivered the material was not interesting.	<p>1. Using various multimedia tools to deliver the topic e.g. PowerPoint presentation, video, pictures and sound.</p> <p>2. Giving clear instructions, if needed the instructions were written by using word processor.</p> <p>3. Inviting the students to be active, e.g. giving questions based on their presence list, giving feedback by using the result of video recording of their performance, slowing down the presentation.</p>
4.	There were not enough listening and speaking input materials.	<p>1. Identifying sources in the internet and some text books worth trusting e.g. Youtube and ESL Podcast.</p> <p>2. Using Cambridge Advanced Learner's Dictionary to provide the students' the model of pronunciation, spelling, and context of some vocabularies.</p> <p>3. Creating customized content for the classroom teaching learning process such as by recording monologue text.</p>
5.	The multimedia tools provided in the class were only used once.	<p>1. Integrating available classroom multimedia tools in the lesson plans.</p>

B. Report of Cycle I

1. Planning

Concerning the previously identified problems, some efforts were planned to overcome the problems. The efforts focused on improving the speaking learning process by using classroom multimedia tools. Through the discussion with the collaborators, the actions in the first cycle were formulated below.

a. Using screen, LCD, and speaker

Wall screen in the class was about 70'x70' (1,78m x 1,78m) in size. Speaker was placed in the corner of the room. In each meeting the screen, LCD projector, and speaker in the classroom should be checked first before the class began to examine whether they worked properly or not. The quality of perceived image color in the screen depended on the projection surface and the projector quality. It was also important to ensure that there would be non-stop electricity during the learning process.

b. Using videos

Considering the three sets of criteria developed by Berk (2009: 3-4), there were two videos downloaded from YouTube: *Why Kids Love Trees* for meeting I and *Chemical Substance Found in Drinking Water* for meeting III. The first video was chosen because the characters in the video were young, there was no possible offensiveness of the video, and the content of what the characters said was succinct that would give examples to the students how to give short opinions about the issue of plants and trees. The second video was chosen because the video structure involved numbers of characters such as news anchors and society with different points of view. It also presented the conditions of the area of damage in California that would help the students to comprehend the materials and to visualize problem solvency more easily. Furthermore, two of the videos were all related to the topics of the science subject for the second semester about plants and trees, and chemical substance in daily life.

The video clips would be played in the beginning of the lessons in meeting I and III. The activities were divided into three steps: previewing, viewing, and post-viewing. Before the video was played, there would be some additional verbal information to stimulate interest in the topic and to introduce some unfamiliar vocabulary. It could be conducted by asking some simple questions to recall the students' previous knowledge or adding new information to raise the students' curiosity. After that, it was important to tell the students what they ought to do when they would be viewing the video. In the Cycle I, the students would be expected to check the phrases they would listen in the video. It was aimed for introducing new vocabularies in context, making pronunciation models, and helping the students to understand the detailed message of the video. The students would decide how many times they needed to watch the video clips. Their gratification that they had already accomplished the task successfully was important to take into account in the beginning of the lessons. After watching the video, the students would discuss the answers and were led to have further discussion and other activities.

c. Using PowerPoint presentation

In developing the presentation with PowerPoint, solid color layout and design template would be chosen. After that, text and graphs for each screen would be created based on the amount of information that would be shown. The colors, quantity of words each slide, size of font, and plots of the topic were taking into account. The students would not be given the printed slides; they would be encouraged to take note while the materials were being presented instead.

Using practices discussed in chapter II about minimizing the extraneous information on the PowerPoint slides, the slides were designed short and interesting. In the meeting I, the slides would be consisted of five main slides. It would be used to explain what hortatory exposition texts and to present the materials of listening by embedding mp3 file about Why We should Stop Deforestation. While the students would listen to the monologue text, the slide would show a picture of a damaged forest in Kalimantan. Adding visual component in audio material is proven more helpful to engage students emotionally (Whiting & Granof: 2010). It would be also used to write the questions and the results of the class discussions after watching video in the beginning of the lessons.

In the next meeting the PowerPoint presentation would be designed to review the previously learned vocabularies and the materials about hortatory exposition. The students would perform their result of discussion of the previous meeting in front of the class and therefore at the screen was the title of the class discussion. The students would be given some feedback on their performance by using the PowerPoint presentation. The students then would be given exercises on present tense to enhance their grammar accuracies.

In the third meeting, PowerPoint slide would be also used after watching the video of Chemical Substance Found in Drinking Water. Some of predictable difficult words would be typed and the students ought to guess what their meanings were. Any instructions then would be typed in the PowerPoint slides. The use of PowerPoint presentation would be carried in a similar way like in the first meeting. In the following meeting the students would perform simulation of an open conference.

Here the sequences of the use of PowerPoint presentation would be resembled the second meeting of Cycle I.

In essence, PowerPoint presentation in Cycle I would be used for four main purposes. The first was to give explanation of the hortatory and analytical exposition texts that would be presented after the students watched the videos. It was written in the slides the instructions of what the students were expected to do. It would be meant to grab the students' attention on the tasks and made the instruction clearer. The third, PowerPoint presentation would be used to review some materials in the beginning of the meeting by using Wipe out Games. In Wipe out Games the students should speak a word together every time laptop's cursor pointed at a circle designed in the PowerPoint slide. And at last, when the students performed their result of discussions and simulation in meeting III and IV, the PowerPoint presentation was to give background of the visualization to engage the students into the activity. Thus PowerPoint presentation was used in all of the process of Engage, Activate, and Study as the main speaking teaching stages and in the procedure of Contextual Communicative Approach.

d. Using Cambridge Advanced Learners' Dictionary Third Edition

The laptop used in front of the class was equipped with Cambridge Electronic Dictionary Third Edition. When the students did not know certain vocabularies, those vocabularies would be typed and by listening to the clip, it could be known how to pronounce them correctly. By using this dictionary, the students would also learn about the context use of the words.

The schedule of cycle I can be seen in the following table.

Table 4.3: Schedule for Cycle I

No	Day and Date	Topic	Multimedia Tools
1.	Monday/ May 8, 2012	Plant and Trees in Ecosystem	Microsoft PowerPoint (presentation), Jet Audio (video), Cambridge Advance Learner's Dictionary 3th Ed (dictionary), camera video recorder, LCD projector, screen, laptop.
2.	Thursday/ May 10,2012		
3.	Friday/ May 15,2012	Chemical	
4.	Monday/ May 17,2012	Substance s in Drinking Water	

Each of the lesson plans in cycle I consisted of two meetings. All of the texts taught would be hortatory and analytical expositions. The video were authentic ones while the written materials would be taken from internet and modified from some articles in the Science book and Self-Learning Materials for junior high school grade VIII written by Directorate of Junior High School Development.

The procedure for using such multimedia tools above would be based on the contextual communicative model of English as foreign language teaching-learning (2004). It would consist of three main parts; warming-up, main teaching learning activities, and closing. For warming-up, pictures and video would be used in order to draw students' attention, have questions and answers activities leading to the topic would be discussed, and raise the students' willingness to learn the intended competencies.

After having warming-up, the next stage was teaching and learning activities. It was mainly divided into four phases and each phase had different function. The lead-in phase was the introduction of the material which might also use the similar multimedia tools and activities in the warming-up. The content or comprehension focus phase contained presentation of input text in the form of recorded monologue text assisted with pictures and discussed by using Microsoft PowerPoint. The students would do the comprehension tasks to check their understanding. The next phase was language focus which might cover pronunciation, spelling, or structure. Cambridge Advanced Learner's Dictionary would be used as the main role model to imitate. The last phase of the main teaching-learning activities was communication focus. It dealt with communicative tasks in which the students communicate using the already learned expressions. The students would be expected to perform presentation and simulation. The last stage was closing aiming for summarizing and making the students become more aware of what they have learned.

2. Action

In this stage, the actions were performed by the researcher and were observed by collaborators; the English language teacher and the researcher's colleague. The actions were carried out on May 8, May 10, May 15, and May 17, 2012. In each meeting the procedure of using different classroom multimedia tools were in line with the stages of contextual communicative approach which consisted of warming-up, main teaching learning activities, and closing. They were focused to overcome the identified field problems; improving the students' engagement and participation,

developing variety of tasks, and delivering materials in an interesting way. The description is provided below.

a. Using screen, LCD, and speaker

In four meetings of the Cycle I screen, LCD, and speaker could be operated well. Non-stop electricity had been available during the learning activities, the laptop could connect to the devices easily, and no technical problems occurred. White projection surface generated good quality image on the screen and by drawing the curtains of the classroom the amount of light in the classroom could be lessened to get better projection. The sound of the speaker can be heard from the front row to the back.

The students were already familiar with the use of such multimedia tools. They technically understood how to operate all of those tools in their classroom setting. Some students thus willingly helped the researcher to turn on the LCD in the beginning of the lessons, draw the curtains, and turn off the lights when needed.

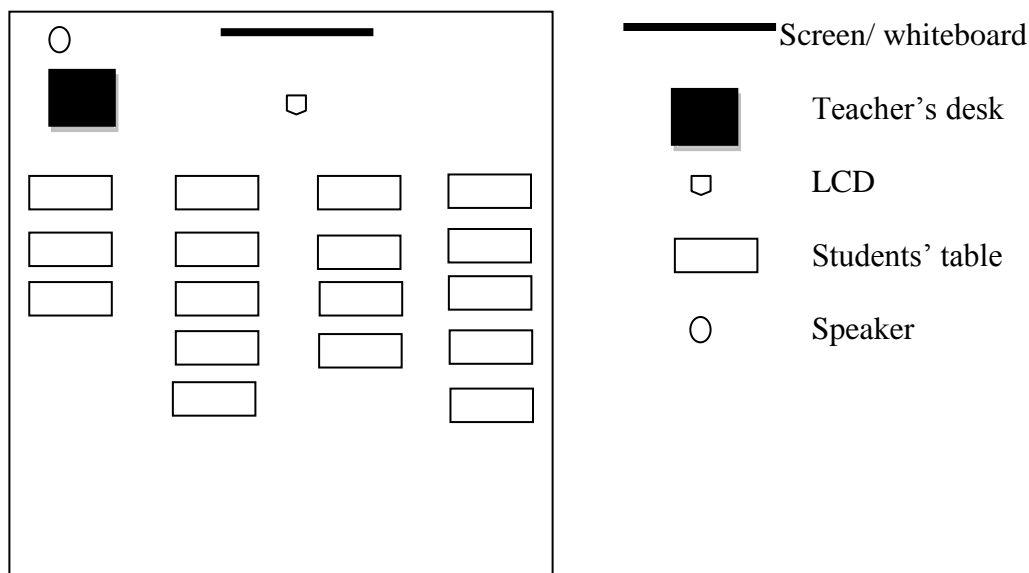


Figure 4.1: Seating arrangement and the multimedia tools' position in the classroom

b. Using videos

Pertained to science subject for grade VIII in SMP R-SBI, the topic discussed in the first and second meeting was about the importance of plant and trees in the environment. The videos used were downloaded from youtube.com entitled “Why Kids Love Trees” of one minute 22 seconds’ duration talking about concise opinions from five little kids on why they think trees are important and “Chemical Substance Found in Drinking Water” of two minutes 17 seconds’ duration about the news of the contaminated tap water in many states of the United State of America.

1. Previewing activities

Students were asked some questions and encouraged to answer them in English to encourage the students to use their English skills at the initial stage. At the first meeting conducted on May 8, 2012 in answering the questions the female students tended to be more reserved than the male students. However when it was announced that they were about to watch a short video, they all looked excited.

In the third meeting held on May 10, 2013 the next video was used to start the lesson to talk further about chemical substance in the daily life. Using similar approach to meeting 1, the students were led to discuss the chemical substance in daily life before they viewed the video. The students were also explained what they needed to do later while they were viewing the video. In the third meeting, when video was about to view the students showed increasing participation. Some students initiated to let them have more time to read the exercise first before they watched the video

Field note 1

R asked the students a question, ““Do you like climbing trees?” Many students did not understand yet the meaning of climbing. The researcher used Cambridge Advanced Learner’s Dictionary to show how to pronounce the word and all of the students made an O chord. In the beginning, most of them answered in short phrases only. Others even used Indonesian. The girls seemed to be more reserved than the boys. When one of the students answered with the loudest voice, R pointed him and asked further “So how important are trees for you?” “To support life, Miss,” he answered.

(FN-3/5/10/2012)

2. Viewing activities

While viewing the video, the students were asked to check the phrases they listened in the video. In meeting I the columns were filled with sentences governed by some similar pronounced words, for example “They *give* us oxygen” and “They *get* us oxygen.” Though they still found a few troubles in perceiving those words they were able to understand the message of the first video. In the second video, the students should check true or false the sentences they heard in the video. Most of the students gained correct answers in the exercise. This exercise also helped them to get the message across to hold discussion further. In meeting III the students then were asked to answer an open Wh-question, “What the state is going to do about it?” One of the students admitted that although it was not an easy task, he enjoyed the activity and the topic. It can be seen in the following extract interview.

Interview 3

R : *Bagaimana tadi kegiatan nonton klipnya? Apa kamu suka?* (How do you think of viewing the clip? Do you like it?)

S3 : *Pertama bingung harus bilang apa, Miss. E... **Tadi aku suka nonton videonya California. Tapi susah juga sih Miss.*** (At first I don't know what to say. E... I like the video of California Miss. Though it's also difficult, Miss.)

R : *Oh ya? Kamusukanyakenapa?* (Oh really? Why do you like it?)

S3 : ***Habis ini nggak ngulangi kegiatan nonton video yang sebelumnya. Terus beda aja Miss. Tadi aku jadi nambah kosa kata state.*** (Because it did not repeat the previous watching activity. It's simply different, Miss. I also got new vocabulary of state.)

R : *Oh gitu. Jadi karena selain belajar mendengarkan, kamu juga bisa nambah kosa kata gituya?* (Oh, alright. So, it's because you didn't only learn listening but it also could improve your vocabulary, no?)

S3 : *Iya e.* (Right.)

R : *Nah kalau susahnya kenapa?* (Then, what made it difficult?)

S3 : ***Susahnya karena ngomongnya terlalu cepat e Miss. Mana bagian yang terakhir itu nggak jelas lagi.*** (It's difficult because the speakers talked too fast Miss. The last part was unclear too.)

(I-3/5/10/2012)

3. Post viewing activities

Students were expected to express their opinions about the video more specifically. In order to have the students participate actively, the presence list was used. At the first meeting on May 8, 2012 although the students enjoyed the activities, they still took a long time in responding the questions and still found troubles in composing sentences which were grammatically incorrect. However Swain (2005, 115) suggests that learners can comprehend input without having to look closely at the grammar. In essence, the students had to be pushed to turn their

receptive knowledge into productive use. Therefore they were given positive encouragement to practice their English at their command more.

After viewing the video, the students were asked some new learned vocabularies that they got from the video. They would use the sheet of checking activities to give them guideline, for example the words *fairy* and *furry* found in columns at the first meeting, the words *suspect* and *consider* in the third meeting. Covering a range of topics was determined to effect on the students' vocabulary mastery to be able to develop their ideas since each topic had its particular related vocabulary. Following the vocabulary discussion, the students then answered the questions based on the passage of the video.

Field note 1

The video was one minute twelve seconds' duration, played by employing Jet Audio. When discussing the answers, most of the students got all the correct answers. Students said the task was easy. R reviewed some vocabularies found in the video. The video was played once again. Then R showed some other new vocabularies presented in the slide of PowerPoint presentation.

(FN-1/5/8/2012)

c. Using PowerPoint presentation

PowerPoint presentation was used in each meeting of the first cycle. In meeting 1 on May 8th 2012 the questions posed after watching video "Why Kids Love Trees" were written in the PowerPoint presentation. That way the students' attention was focused on the slide. Although most of them were still shy in the beginning to answer the questions, they were not noisy. Every time each sentence was shown they would read it in choir. The main materials presentation was also prepared using slides

and intended to draw the focus of the exposition materials therefore they could comprehend it better.

Field note 1

It was 11.05 a.m. the students were still preoccupied with the questions of the discussion. Because of the limited time left, R rushed up to explain the hortatory exposition by using Microsoft PowerPoint and together with the students identified the generic structure of hortatory exposition on the discussed text. **The students did not make any high noise levels, except reading the questions in choir. R already used some pictures of trees in the slides but some of the students in the back seemed noticing the screen uninterestingly. “Do you get it, everyone?” R asked them after the end of the presentation. Many were now even noiseless, except Rizal and Fauzi shouting a Yes. “Do I speak too fast?” R asked once again. “Fast, Miss,” said one of students in the back. The bell rang at 11.20. R closed the meeting, leaving the class with ET and O.**

(FN-1/5/8/2012)

Berk (2012, 4-5) mentions that one of the principles in using PowerPoint effectively was not to give excessive message. Each slide only consisted of some sentences with the minimum size of 30 PT for text in contrasted color with the background color to highlight the points, visually excluding the extraneous and redundant information. Both words and pictures affect the working memory of the brain (Gilakjani, 2012: 59). Pictures of plant and trees used in the first meeting were all taken from Google.

When the students should listen to the monologue “Why we should stop deforestation,” then write the additional vocabularies they heard in the transcript, the slide of the PowerPoint was used to discuss the answers. The answers and paragraph were in different colors so that after discussing and reading them aloud the students could discuss the generic structure of the text. Charts were also used when explaining

about the rhetorical steps of hortatory exposition text. Building pictorial and verbal presentations were aimed for helping the students to internalize the materials mentally.

In the meeting two and four of the cycle I on May 15 and 17, 2012 the PowerPoint Presentation was managed to review the previous learned vocabularies in order to retain students' memory in the warming-up session. It was called Wipe out Game. In one slide, each of six circles containing a chosen word was created. Students should speak the word together every time the cursor pointed at the circle. Then, one by one the words in the circles were hidden backward, while still pointing at them students should speak the words. Sometimes it was sped up and jumped from one circle to another as the students said the words. It worked to help the students remember the previously learned vocabulary and the students enjoyed it so much. Their excitement could be seen from their engagement and this activity could bring a sense of belonging since they all with no exception should say the correct words.

In the third meeting of cycle I, students should answer some questions based on the video *Chemical Substance Found on the Drinking Water*, their incorrect pronunciation was written in PowerPoint. After that, it was displayed so that the students could study the correct model of pronunciation. When explaining the materials, the researcher found a few troubles to keep the class management and movement dynamically because of the obligation to stay around the cursor at the front corner of the class. Students in the back corner of the class might have not been able to see the presenter quite well.

Field note 3

R and the students reviewed the aim and the generic structures of a hortatory exposition text, using the same file of Microsoft PowerPoint used yesterday. **R circled around the class, pointing some students randomly to explain briefly some terms in a hortatory exposition text. It was done along the presentation time....**“So, if there is a chemical found in a drinking water, what should the people do?” asked R. R pointed at the screen. It was written “The people should_____” “The people should move, Miss,” answered Rizal. “The people should worry, Miss,” answered Fauzi. “Should get medicine, Miss,” answered Ahmad. The majority who answered was still the boys. “Okay, I like your ideas. But let’s see Gubita’s opinions. Everybody, listen please. Gubita, should people move, worry, or get medicine?” Gubita seemed to think first and talked to her tablemate a bit. **Then, looking assured she said, “Three them Miss.” When the presentation was finished, R briefly viewed each of the slides to check the students’ understanding. In that way, some students had more time to take important notes.**

(FN-3/5/10/2013)

From the field note above it could be drawn that, as suggested by other collaborators, students would be encouraged more to take note whilst listening to explanation of the presenter and they were given more chances to review both their understanding and note taking. Although the students once requested for the print of the copy of PowerPoint presentation, the students got used to the technique.

d. Using Cambridge Advanced Learner’s Dictionary

In the first meeting, the use of Cambridge Advanced Learner’s Dictionary 3th Edition was effective to draw the students’ interest. They did not have the application yet and usually used dictionary of English to Indonesian and Indonesian to English. By using this software the students were allowed to use some of the features; Advanced Search, Quickfind, Superwrite, Exercises, Pictures, Study pages, Options,

My Notes, and My List. These features could lead to higher control of the learners. In addition they could check their own pronunciation and compare it to American and British pronunciation by pushing the bottom record. The students were also willing to install it to their personal computer. In the beginning they were only allowed to open their laptop to use the application not for other function. The students were also encouraged to use the researcher's laptop to check if needed meanwhile the researcher circled around the classroom.

Field note 2

R announced that today the students were going to present the results of discussion. The students, those who were always actively engaged, looked excited. **Some of the students who brought laptop willingly opened Cambridge Oxford Learner's Dictionary. They checked the pronunciation of some words.**

FN-2/5/10/2012

It was effective to have the dictionary to assist the class finding the meaning of the unknown vocabularies and paying attention closely on how to pronounce them in a correct way. Yet because the researcher kept moving around the class while checking the students' works, it was then quite overwhelming so the students were allowed to check by themselves by employing the laptop at the front of the class. Especially not all of the students could bring their personal computer to the school.

In the third meeting the students did not only focus on looking definition but also searching the definition. After the students watched the video "Chemical Substances Found in Drinking Water" and answered the following questions, they looked the definitions of what chemical and substance were and drew conclusion

what chemical substance was exactly. That way the students could also check the context of the words. They could not translate the whole definition into Indonesian yet they at least understood the basic meaning.

In the fourth meeting when the students were rehearsing their simulation, they found difficulties to translate some Indonesian words into English. They initiated to use dictionary books and other application. Yet they still used Cambridge Advanced Learner's Dictionary to check the pronunciation. Since not all of the students searched by their own tools, when they worked in group the searching part could generate the interaction within the students. It could be seen in the following field note.

Field note 4

But they still found difficulties in translating some Indonesian vocabularies into English like the words *jamban*, *limbah*, *kotoransapi*, etc. Sari's group used *alfalink* in addition to Cambridge Dictionary. Other groups also used dictionary book. When one or two students did not know the translation they searched by their own or else asked their friends. Meanwhile R kept circling around the class.

FN-4/5/15/2012

3. Reflection

After carrying out the actions in cycle I, to comply with the democratic and dialogic validity, the evaluation was conducted within the researcher and the collaborators to reflect the whole activities based on the observation and the interview guides. The following were the results of the reflection.

a. Using screen, LCD projector, and speaker

There was no technical problem in using the screen, LCD projector, and speaker. The light in the class supported the use of various colors of the slide presentation. The screen was blank white surface which could project a good quality image. The speaker was loud enough to be heard from the front row to the back. Based on the observation sheet filled by the English teacher and the collaborator, the preparation of using these tools, like turn on and off the LCD, and plug the cable then connect it with laptop had been effective. Since the third meeting in the cycle I the students voluntarily assisted to set the screen and turn on the LCD projector and speaker before the class began. Yet the English teacher and the collaborator reminded that tasks with no multimedia materials should be prepared in case there was blackout happening.

Field note 3

When R came inside of the classroom, the LCD projector and the screen were all ready to be used. R prepared all of the materials, plugged the cable of LCD projector and speaker to her laptop. R greeted the students. They responded. R asked their condition. There were two students absent.

(FN-3/5/10/2013)

The use of these multimedia tools could bring positive and different atmosphere toward the teaching learning process. Because of the broader range varieties that could be developed, the students became more interested in the teaching learning materials and activities. The students' familiarity to operate such equipments also generated their participation. It was mentioned by the student in the following transcript.

- R : *Terus gimana penggunaan LCD, proyektor dan lain-lain? Apa i dipelajaran yang lain juga menggunakannya?* (So, how was the use of LCD, screen, and the other tools? Were they also used in other subjects?)
- S3 : *Iya Miss. Biasanya buat PowerPoint. Tapi yang di kelasnya Pak Khamdani cuma pernah sekali dulu itu pas semester satu. Ini jadi kayak baru lagi. Ee. Gimananya.* (Yes, Miss. They were usually for presenting PowerPoint. But in Mr. Khamdani's class, they were only used once in the semester one. This likely became new again.)
- R : Oh perbedaan kalau pakai alat-alat tadi sama ngga gimana? (Oh what were the differences when these tools were employed and when they were not?)
- S3 : *Ya lebih bagus pakai Miss. Jadi pelajarannya nggak melulu grammar. Dan lebih asyik kok Miss.* (Well, it's much better when they were used, Miss. Thus the lesson would not be about grammar all the time. And it was more fun, Miss.)

(I-3/5/10/2012)

b. Using videos

In cycle I the video clips were used as a leading activity to the main comprehensible input. The students did not only have listening activity by checking the phrase they listened in the video but they also answered the following questions about the video. The students also discussed some new vocabularies they obtained from the exercises. By employing what Stempleski (2003, 366-367) proposes, the stages in using video were divided in three steps; previewing, viewing, and post-viewing. Using videos was successful in presenting more comprehensible inputs on the topic being discussed in the class. Aslam et. al (2005) noted that the acquisition of vocabulary items through multimedia compared to still pictures works better. The multiple forms of input in the research were also better than mere spoken words to grab students' attention and excitement at the beginning of the lesson.

However, although the students could understand the message of video, they still encountered difficulties in listening selectively to specific vocabularies and details of the information. It was due to the background utility of authentic materials which were not exactly designed for foreign language learning. Yet the students seemed excited that might improve students' attitude toward English and was greatly supportive in improving students' motivation to get engaged with the speaking lesson. In the interview session, one of the students also revealed her curiosity on the additional information of the video.

Interview 2

- R : *Kalau kosa kata, misalnya, ngebantu nggak kemarin kan kamu nonton videonya kan?* (About the vocabulary, for example, did watching the video help you?)
- S2 : ***Yes, Miss. Bagus ya Miss videonya. Aku suka. Kita mbok nonton film ya Miss kapan-kapan. Tapi Miss mereka kira-kira kelas berapa ya? (We watched the cute little kids Miss. Great video. I love it. Let's watch movie sometime. But Miss, what grade are they?)***
- R : *Umm masih SD kelas satu atau dua. Kenapa? Kamu suka ya?* (Umm around grade one or two of elementary school. You like it?)
- S2 : ***Iya Miss. Suka cara mereka ngomong. Masih lugu gitu. Dapat videonya darimanae Miss? (Yeah, Miss. I like the way they talked. Still innocent. Where did you get the video, Miss?)***

(I-2/5/2/2012)

c. Using PowerPoint presentation

The PowerPoint presented in teaching learning process was effective to demonstrate the materials in a linear way. In the meeting two and four, PowerPoint was used to play Wipe out Game to review the previously learned vocabularies and

seemed positive to enrich the students' retention on vocabularies. Therefore, the use of PowerPoint presentation overall could enhance the students' comprehension and memory's retention. Many of them also learned to take note while listening to the explanation which resulted in better alertness toward the lesson materials.

When listening to the presentation in cycle I, most of the students did not make high noise levels yet because of the short students' span in listening, the length of the time of the presenter's talk is essential to consider. A few of the students seemed easy to wander through their mind when they had got to keep listening to the explanation of the presenter. It was needed for the presenter to engage the students to also focus along the presentation. It needed not to wait until the presentation was finished in order to check students' understanding and to get them involved.

However, due to the need of circling around the class when the students were completing their tasks, it was important to have screen remote control. The remote control would have the movement more flexible hence when presenting there would be more control toward the class management. Also, the students needed to get involved in making their own presentation slides. Therefore the teacher would not be too dominant and this could be a project where students could exhibit their creativity and more control in the class.

The English teacher who observed the teaching learning processes revealed that PowerPoint designed in the teaching learning process made the sequences of the activities easier to organize. Compared to the way he once used it, he admitted that the use of PowerPoint in the cycle I was vastly better.

Interview 5

R : *Bukankah Bapak juga pernah memakai PowerPoint terus bagaimana perbedaan apa yang Bapak lihat?* (Didn't you ever use PowerPoint, then how did you see the difference?)

ET : *Ya tapi tidak semenarik punya Mbak Marwa. Waktu itu saya cuma copy paste teks dari buku. E... tulisannya terlalu padat dan nggak pakai banyak gambar-gambar itu. Siswakan jadi kelihatan lebih tertarik sama apa yang dijelaskan. Saya terus terang suka penggunaan PowerPoint itu Wipe out Game. Itu baru lho bak. Waktu saya juga nggak pakai mp3 atau video jadi yang ini pembelajaran lebih efektif. Ini semu amateri mbak kamu google atau gimana?* (Yes but not as interesting as yours, Miss Marwa. At that time I only did copy paste from texts in the book. Err... the text was showed with over dense and it did not use many pictures like that. The students thus seemed more appealed by what you explained. I frankly like the way the PowerPoint was used for playing Wipe out Game. That's new, Miss. At that time I didn't embed mp3 or video so this teaching learning process is more effective. Did you google all of this material or how did you get them all?)

(I-V/5/14/2013)

d. Using Cambridge Advanced Learner's Dictionary Third Edition

The Cambridge Advanced Learner's Dictionary Third Edition could have been more effective if all of the students were able to bring their own personal computer. Asking the students to bring their own laptop at the classroom was not considered judicious because it might create economic gap for the fact that not all students owned laptop. Thus beside of using the software the students should be encouraged to bring their electronic dictionary or else their dictionary book.

Interview 5

R : Menurut Bapak ini kalau pertemuan di cycle depan anak-anak diminta bawa laptop gimana Pak? (In your opinion what do you think if in next cycle the students are asked to bring laptop, Sir?)

ET : Oh tujuannya apa Miss? (What's the purpose, Miss?)

R : **Agar semuanya bias membuka kamus Cambridge itu. Karena yang sayalihat, anak-anak suka sekali bertanya tentang arti vocabulary. Terus nanti di cycle selanjutnya juga akan diminta buat slide presentasi PowerPoint, Pak.** (In order to have the students to be able to open Cambridge dictionary. Because I see that the students really like asking meaning of vocabulary. In addition, in the next cycle they are expected to design their own slide PowerPoint presentation.)

ET : **Wah jangan Miss. Soalnya dari segi ekonomi kan nanti nggak semuanya punya laptop. Ini udah bagus kok Miss. Yang punya ya silahkan bawa. Yang enggak diminta bawa kamu biasa aja gitu Miss.** (Oh, no Miss. It's because from the economic point of view not all of the students own laptop. This has been already good. Those who have laptop can just simply bring it, those who do not have laptop they can be asked to bring dictionary, Miss.)

(I-5/5/14/2013)

4. Conclusions of Cycle I

Generally the use of classroom multimedia tools in cycle I was quite effective. Students' participation was improved and the classroom multimedia tools succeeded to draw the students' attention since the beginning of the lessons. The multimedia materials could help the students to comprehend the materials better. Some of the students also started to practice their English speaking skills in responding to the language instruction of the researcher. Various techniques had also been used by employing the multimedia tools in the learning process such as discussion, presentation, and simulation.

However there were still some problems occurred in the learning process. Some of the students were still shy to practice their English. When other students were performing many students were preoccupied to prepare their own presentation thus it instigated the distractions in the classroom. When the students were explained about materials by using Microsoft PowerPoint there were few of the students who seemed pondering beyond the class topic. It was needed for the researcher to keep circling around the class, to check students' understanding throughout the presentation session, and to involve them in the presentation process.

C. Report of Cycle II

1. Planning

Based on the reflection after the implementation of actions in Cycle I, the researcher, the English teacher, and the observer planned some actions to be implemented in Cycle II. In this stage the actions would be implemented by the researcher, and observation of the implementation of actions would be observed by the English teacher and the observer. They planned the same actions as those in Cycle I with some modifications and additions. The following points reveal the planned action of cycle II.

a. Using Screen, LCD, and Speaker

In cycle II the screen, LCD projector, and speaker were used in the same way with cycle I. The class was located within other buildings, the color resolution and the light had been supported the use of these tools at maximum rate so that students from the front row until the back could see the screen. The image quality projected in the screen was displayed well. Thus as in the previous cycle, these tools were planned

to be employed in the same way, representing the idea of multimedia use in a stand-alone environment.

b. Using Video

Using video was successful in presenting more comprehensible input on the topic being discussed in the class. The multiple forms of input were better than mere spoken words to grab the students' attention and excitement at the beginning of the lessons. In the previous cycle, the students always had the video in the beginning of the meeting, held as a part of the listening tasks by checking the phrases they heard in the video. In the cycle II at the first meeting, video "*The Detective Robot*" would be used as the part of communicative task. This was animation of two robots who communicated through gestures. This video was chosen because the structure of the story in the video could provide the students possible contextual language negotiation.

The activities of using video were divided into three steps: previewing, viewing, and post-viewing. Before the video was played, there would be some additional verbal information to arouse the students' curiosity of the following activity. The students would be expected to stimulate a dialogue of what two robots in the video "*The Detective Robot*" should say by using language function to agree, disagree, and express opinions. This activity of post-viewing video was chosen in order to provide the students with opportunities to make language negotiation. The students would also be expected to decide how many times they would like to view the video like in Cycle I. When the students were confident enough about their performances, they could organize their speech better.

c. Using PowerPoint Presentation

Using PowerPoint was effective to help the presenter organizing the information delivered in a linear way. The PowerPoint presentation would be more effective when the researcher could have a remote control connected to the laptop. Hence while the researcher was explaining, she could circle around the class and appoint specific points at the screen from a distance. This remote control would be planned to be used in this cycle.

In the first meeting of Cycle II, PowerPoint presentation would be used since the warming-up session. A cloud of jumbled words about the inventions from 20th century was made by using a feature provided in Wordle.net. The students would be expected to put those words in order of importance for them. To arouse the students' motivation they should work in pairs and find reasons for their decision. The results of their discussion would lead to focus on the content of teaching learning materials. The instructions for next activities would be displayed in PowerPoint presentation so that the students could be prompted to complete the task successfully.

In the following meeting, a cloud of jumbled words about simple machine would be displayed in a slide of PowerPoint presentation for warming-up. In the main teaching learning activities, the students should rearrange jumbled paragraph into a good recount text. To discuss the answers and to explain the generic structure of recount text, the text in the presentation would be showed in varied colors. The students would do grammatical exercises to focus on their accuracy of passive voice in past tense.

In the third meeting of Cycle II, the students would be expected to make their own presentation slide. The students in group of four would be given a guidance about the content of their presentation; introduction, main information, and closing. The presentation was about the biography of the inventors who had died. Other students who saw their friends' performance would be given scoring sheet they ought to fill. This

In using PowerPoint presentation, the length of explaining needed to be considered as well. It was planned that the students would be involved in the presentation such as by asking them to guess the message of pictures, giving them chances to explain the materials again, slowing down the speed of explanation, and stopping at a slide. In addition, the students would be expected to create their own PowerPoint presentation. By allowing the students to make and control their presentation pace; they could learn how to organize their speech better.

d. Using Cambridge Advanced Learner's Dictionary

The students were encouraged to check the definition, spelling, and pronunciation by using Cambridge Advance Learner's Dictionary. In this cycle, the students were trusted to check their meaning by using the researcher's laptop as not everyone had laptop or advanced electronic dictionary. By giving the students to come forward and check their new vocabularies, it could build more intense connection and interaction between the researcher and the students. Since not all of the students could have this software, the students who could not bring laptop were asked to bring other electronic dictionary or oxford dictionary. Since the students would also translate some expressions from Indonesian to English and English to

Indonesian they were also encouraged to bring complementary dictionary that provided meaning in Indonesian.

e. Recording the Students' Performance

In recording the students' performances, the students individually would be asked to fill up the scoring sheet to gauge their performances and other students'. Every time each group finished giving presentation, the students were given some minutes to reflect. They would be explained the criteria of the standard scores. In order to lessen the students' anxiety, the students could be allowed to repeat their performances twice maximally. The students' were expected to pay attention on other students' performances. The results would be used as the main feedback sources in the end of their performances.

The schedule of cycle I can be seen in the following table.

Table 4.3: Schedule for Cycle I

No	Day and Date	Topic	Multimedia Tools
1.	Friday/ May 18, 2012	Robot	Microsoft PowerPoint (presentation), Jet Audio (video), Cambridge Advance Learner's Dictionary 3th Ed (dictionary), camera video recorder, LCD projector, screen, laptop, microphone, screen, remote control.
2.	Monday/ May 22, 2012	Simple Machines in Our Daily Life	
3.	Thursday/ May 24, 2012		
4.	Monday/ June1, 2012		

The actions carried out in cycle II were based on two lesson plans. The first lesson plan was aimed for teaching language function of disagreeing, agreeing, and giving opinions on May 18, 2012. The second lesson plan covered three following meetings in a row. All of the texts taught in second lesson plan would be recounted. The

video was downloaded from Youtube.com while the written materials would be taken from internet and modified with some articles in the Science book and Self-Learning Materials for junior high school grade VIII written by Directorate of Junior High School Development.

To make the use of the multimedia tools more effective, the material choices played an important role. Based on the previous cycle, there were some sources worth trusting to develop some materials like Youtube.com and Worlde.net. After identifying those sources, some collections on topic of interest were organized to create customized content. Topics about robot and simple machines in the daily life were chosen since two of them could be correlated each other on the whole.

As those in cycle I, the procedure for using classroom multimedia tools in cycle II would be based on the contextual communicative model of English as foreign language teaching-learning (Madya, 2004). It would be composed of three main parts; warming-up, main teaching learning activities, and closing. For warming-up, Wordle, a cloud of jumbled words, would be used in order to draw students' attention and to lead to the topic that would be discussed. Using Wordle presented in PowerPoint, the students should enlist the words in order of importance for their current life.

After having warming-up, the next stage was main teaching and learning activities. It would cover upthree phasesfor different functions. In the first meeting of cycle II the content or comprehension focus phase contained presentation of input text in the form of video. The next phase was language focus which used PowerPoint presentation to deliver the explanation. Cambridge Advanced Learner's Dictionary would be used as the main role model to imitate pronunciation. The last phase of the

main teaching-learning activities was communication focus. It dealt with communicative tasks in which the students communicate using the already learned expressions. The students would be expected to perform dialogue with their partners and to present the result of their discussion. The last stage was closing aiming for summarizing and making the students become more aware of what they have learned.

The comparison of the actions implemented in Cycle I and those in Cycle II is presented in the following table.

Table 4.4: The comparison of actions in Cycle I and Cycle II

No.	Cycle I	Cycle II
1.	Using screen, LCD projector, and speaker.	Using screen, LCD projector, speaker, and remote control.
2.	Using video to provide listening input materials for the students, viewed in the beginning of the lesson by employing Jet Audio to lead into the main materials.	Using video in the comprehension focus for explaining recount text and communication phase to provide simulation which would be viewed in the main teaching learning activities.
3.	Using Microsoft PowerPoint to explain materials, give instructions, and review the previously learned vocabulary by playing Wipe out Games.	Using Microsoft PowerPoint to explain materials, give instruction, and warm-up by using Wordle. Students would make their own presentation slide.
4.	Using Cambridge Advanced Learner's Dictionary to check the pronunciation and the context of new vocabulary.	Besides using Cambridge Advanced Learner's Dictionary, the students were encouraged to bring their own dictionary, both book and electronic one. They were also allowed to use the researcher's laptop when they wanted to check.
5.	Students' performances were not recorded.	To record the students' performances Casio EX-ZS5 was used. The students were given some time to fill up the scoring sheet of their own and their friends' performances.

2. Actions

In this cycle, the actions were still performed by the researcher and were observed by collaborators; the English language teacher and the researcher's colleague. The actions were carried out on May 18, May 22, May 24, and June 1 2012. As in cycle I, the procedure of using different classroom multimedia tools complemented the stages of contextual communicative approach which consisted of warming-up, main teaching learning activities, and closing. They were focused on improving the ongoing condition and the effectiveness of the classroom multimedia use. The description is presented as follows.

a. Using screen, LCD, speaker, and remote control

In four meetings of the Cycle II screen, LCD, and speaker could be operated well. Non-stop electricity had been available during the learning activities, the laptop could connect to the devices easily, and no technical problems occurred. White projection surface generated good quality image on the screen and by drawing the curtains of the classroom the amount of light in the classroom could be lessen to get better projection. The sound of the speaker can be heard clearly from the front row to the back. The remote control was used so the researcher was able to circle around the class while she was highlighted some words.

In Cycle II every time the researcher, English teacher, and observer arrived at the classroom, students already prepared the LCD projector, screen, and the speaker voluntarily. They did not only work up their enthusiasm in the beginning of the lessons, but also at the end of the meetings they help the researcher out to set the tools right again.

Field Note 5

When R arrived at the class, LCD projector, speaker, screen were all already prepared and students were all also in the classroom. “Miss, what we watch today?” asked one of the students...Though the time was up, Fauzi, Deni, and Dimas stayed over and helped R out to shut the LCD projector. Fauzi further asked why R used Windows instead of Linux of which it occurred to him that the latter was safer for virus attack.

FN-5/5/18/2012

b. Using Video

There were two video clips used in cycle II. The first video was “*The Detective Robot*” of two minutes 35 seconds’ duration downloaded from youtube.com. This video clip described about two robots having interaction to solve problem by using gesture. This video was chosen to have students create their own dialogue and thus they would use language functions they had learned. The second video was about the explanation of recount text which was also downloaded from youtube.com. This video of two minutes 50 seconds’ duration was aimed for improving the students’ comprehension of the language expressions used in recount text.

1. Previewing activities

In the first meeting of the Cycle II on May 18, 2012; as the main freer production activity the students were asked to perform simulation of a dialogue from the interaction of two robots. The students were allowed to freely choose their partners to reduce anxiety that may rise; all of them chose their tablemates. To create the dialogue, they should include the language function of agreeing, disagreeing, or

asking opinions and develop their own version of what the situation in the beginning of the clip could lead to another situation. Thus before watching the video, the students discussed the definition of robot and their opinions why they agreed and disagreed with the existence of robot in human's life. The students were enthusiastic to discuss the topic and participated in giving their opinions. It could be seen in the following field note.

Field Note 5

R asked Hussein as one of the best performers of today's activity, "So, in your opinion what is robot, Husein?" Husein replied gleefully, "Machine, Miss." "Oh, that's a great answer. In your opinion robot is a machine. How about you, Stella?" said R again to another student. "Man with... bateraiapa Miss?" R answered "Battery, dear." She repeated it and others too. Some other students gave their opinions, using succinct phrases like "Robot CJ7 Miss. The dog walk, Miss?" "The walking dog," R replied.

contained the explanation of recount text. Before the students watched the video, the students had discussion what recount text was and made a consensus how recount text was different from narrative text. When some students gave their opinions other students did not make high noise, yet they were listening and most of the students focused on their friends speaking. The following fieldnote shows the participation of the students before they watched the video.

Field Note 6

Students watched the video about the explanation of recount text. Fauzi questioned what the difference between narrative and recount text is. R asked to other students back. One of them could gave a correct answer, Deni, “Narration text have the climax and anticlimax but recount no.”

FN-6/5/22/2012

2. Viewing activities

When the students were viewing the video clips, previously they already understood what they were expecting to do after watching them. Thus the students were willing to take a note while they were viewing the video clips. It could be seen in the following field note.

Field Note 6

Students then studied the explanation of what recount text meant from the video. Without being asked the students took note. They asked to repeat the video again. R then showed the difference between them by giving examples by showing some pictures she had prepared.

FN-6/5/22/2012

3. Post-viewing activities

In meeting one of cycle II the students asked to keep playing the video until they thought that they could mimic the exact same plot with the video as they completed the task. When it came to performing, the students designed like a dubbing session which had the class went fun. When each of the pairs was doing the simulation, other students would notice them since at the end of the performance the students should make score for their friends' performances. The activity is described in this field note.

Field Note 5

R asked whether there was a voluntarily pair who wanted to come performing first. This time the students were not silent but gave a suggestion to let R point any one she wanted to. Farkhan and Lukman made a stab at it. They were allowed to pick the next performers. So did the following students. There were 12 pairs of students stimulating a role play. Each of the pair would come over the class and tried to copy the video. The video was reviewed one more time. The students seemed enjoyed the activities. They often threw a hard laugh to some other students' dialogue.

In the first meeting of cycle II, the PowerPoint presentation was employed since the beginning of the lessons. Berk(2011) mentions that it is effective to create a short full-sentence heading (written as an assertion) for each slide that briefly summarizes the content compared to a word or phrase. Thus in the slide it was written the instructions on “How many words can you make?” The students read them in chorus and many participated in guessing the words. The slide was intended as a warming-up activity where the students were guided to explore some vocabularies and to draw their interest toward today's topic. The situation is described in the following field note.

Field Note 5

Then R pointed again the slide by using the laser. She asked the students how many words they could create by using the word “Robot.” Some students rejoined impatiently, “Boot!” “Root!” “Toor”. “Rob, Miss, Robertt” Lukman hooted. R asked one of the female students, Sari, to use her laptop and check if the guesses were all correct. It took around ten minutes to finish this activity.

In the next slide, the next question was written, “What is robot?” Students were not as raucous as before because it was likely that they should produce more complicated phrases. To stimulate the quiet students to be more active, some of the students were appointed. They still took time when they spoke nonetheless they were more confident. When they found difficulties in translating Indonesian words into English, they were willing to open the dictionary. The example of question posed by the students is mentioned in the following field note.

Field Note 5

R asked Hussein as one of the best performers of today’s activity, “So, in your opinion what is robot, Husein?” Husein replied gleefully, “Machine, Miss.” “Oh, that’s a great answer. In your opinion robot is a machine. How about you, Stella?” said R again to another student. **She took just little time then spoke “Man with... bateraiapa Miss?” R answered “Battery, dear.” She repeated it and others too. Some other students gave their opinions, using succinct phrases like “Robot CJ7 Miss. Ituanjingberjalan. The dog walk, Miss?” “The walking dog,” R replied.**

FN-5/5/18/2013

Consisting of three slides only, the last slide were about the language functions to express agreeing, disagreeing, and giving opinions written in three differently colored columns. The students read each sentence aloud one by one and they were showed how to put stress in a sentence and the intonation correctly. All of them then wrote down the sentences in their book. Some finished earlier than others. The researcher used their available time to check their spelling and their understanding.

In the following meeting on May 22, 2012 PowerPoint presentation was used since the beginning of the meeting. There was a list of simple machines; knife, lever, ramp, screw, wedge, crowbar, and racket in the form of jumbled words. Working in pairs, they should put them in order of importance for them and give reasons for their decision. The students participated in this activity and they could explain their answers quite well. Below is one of the examples of the students' answer written in the field note.

Field Note 5

When they had to explain their answers, all of the students spared their talking time with their peers. **Other students who had not got their turn did not make noise because they were also preoccupied by their own preparation. "I think knife number one, number two screw, number three racket, number four ramp, number five crowbar, number six wedge, number seven crowbar. Let's me explain why. Knife because I like help my mother to cook. Screw because I like help my father to fix motor, racket because I like help my sister to playing tennis. Next, Erma will tell," said Gupita then appointed her peer Rita. R** always gave one simple question for each pair who finished talking by using past tense. Most of the students could answer them, although they had not used the correct grammatical sentences.

FN-5/5/18/2013

Students were then asked to rearrange jumbled paragraphs into a recount text about the simple machines. While they did it the researcher showed the text in the PowerPoint Presentation. The students then were asked to answer the questions that follow. To discuss the answers, the text was revealed again in the slide. Some students voluntarily answered them because the researcher said that their correct answers would be counted as a bonus score. The students should explain why they

chose their answers and remote control was effective to pinpoint the highlighted sentences. The researcher was also able to circle around the class while she was pointing at the slide that allowed her to have more flexible interaction with the students.

In the next meeting on May 24, 2012 the students designed slide for their own presentation. Each of the group was in charge of presenting the biography of an inventor. Each group has prepared five slides for their presentation began with the introduction which consisted of the picture of the inventor and their group members' name, then the next each slide consisted of a sentence in which each member was responsible of explaining further. All of them saved their data in flashdisk from which data could be transferred into the researcher's laptop. When they were presenting they were allowed to use the remote control so that it could ease their interaction with the audience. The description is presented in the following field note.

d. Using Cambridge Advanced Learners' Dictionary

On May 20, 2012 the students identified some language functions to express agreeing, disagreeing, and giving opinions. After that, the students were asked their about the definition of robot and their opinions for or against the existence in human life, building up a whole class discussion. Some students were appointed by the researcher to give their opinions. The students were always encouraged to check things on the dictionary what every word could possibly mean and to check the words by not only understanding but also memorizing. In this cycle giving the students a chance to come forward and check the new vocabularies could build more intense

connection and interaction between the researcher and the students. The description could be seen in the following field note.

Field Note 7

R asked Hussein as one of the best performers of today's activity, "So, in your opinion what is robot, Husein?" Husein replied gleefully, "Machine, Miss." "Oh, that's a great answer. In your opinion robot is a machine. How about you, Stella?" said R again to another student. "Man with... baterai apa Miss?" R answered "Battery, dear." She repeated it and others too. Some other students gave their opinions, using succinct phrases like "Robot CJ7 Miss. Itu anjing berjalan. The dog walk, Miss?" **"The walking dog," R replied. Then by using Cambridge Advance Learner's Dictionary she typed the word Robot. Here written a machine used to perform jobs automatically, which is controlled by a computer.**

In Cambridge Advanced Learners' Dictionary there was also a tool to do exercise of matching vocabularies to complete a sentence. The students who could not bring the electronic dictionary were also encouraged to bring any of their dictionary books.

e. Recording Students' Performances

To record the students' performance, Casio EX-ZS5 was used. Every performance of the group took around three until five minutes. After each group had performed they should fill in the scoring sheet and also put score on their own presentation. The students were not only enthusiastic watching the results of their performance and eager to listen to the feedback given, but also their overall performance was better than in the previous recording session in Cycle I.

The students' improvement might also be caused by the longer period for the students to prepare since they had two days after the last meeting. In addition, they were allowed to repeat the performance if they were not satisfied to alleviate anxieties

that might arise. Of six groups, two of them decided to repeat their performance and did better in the second performance.

3. Reflection

a. Using screen, LCD, and speaker, and remote control

Using screen, LCD, speaker, and remote control in the classroom was effective. When the students were eager to keep voluntarily assisting the researcher to prepare all of the multimedia tools, it could show that their familiarity with multimedia tools had contributed to their attitude toward English lesson. Attitudes toward English refers to students' prejudice, feelings, or fears about learning of English as a foreign language (Spolsky, 2000). Especially when the students welcomed the new topic or any material input it shows that they might well already held positive emotional states or thoughts that related to their motivation to learn. It could also be seen in the extract of the interview below.

Interview 4

R : *Menurut kamu gimana penggunaan alat-alat yang ada di kelas, screen, LDC sama speakernya dibandingkan pertemuan sebelumnya?* (In your opinions how was the use of available multimedia tools like the screen, LCD projector, and the speaker?)

S : ***Bagus Miss. Lebih berwarna kelasnya..*** (Great, Miss. The class was more colorful. Especially in the library. Cooler, and more fun. The sound was also appropriate. I like it. The activities were not tedious too.)

I-4/5/24/2012

b. Using Video

Whiting & Granoff (2010: 6) notes that video input provides the contextual cues that can trigger the natural interest of students on how the information develops.

Accordingly after the discussion session the students then viewed a short clip about robots yet its creators did not insert the dialogues. In pairs, they were asked to simulate a dialogue for the video. That way the students should develop the contextual cues based on the plot of the short clip and they had to fill the information gap between the robots in pairs.

Such a task was established based on Nunan's points of view of the teaching speaking principles. He highlights the importance of providing opportunities for students to talk by using group or pair works that involve negotiation for meaning, guidance and practice in both transactional and interactional speaking (2003: 54-57). Although it took quite much time to have the students prepared before they performed, the students exhibited bigger participation in a whole class negotiation. Speaking tasks should be basically motivating and intrinsically enjoyable

c. Using PowerPoint Presentation

The students were already literate about the use of PowerPoint presentation in their classroom. Using PowerPoint presentation was able to provide the learners bulleted points to simplify complex ideas. It could help the students to be aware of the materials being learned. The teacher could deliver materials by turning the materials with beginning, middle, and end into a set of disparate points. PowerPoint presentation could assist the teacher and the students to organize the instructional materials.

d. Using Cambridge Advanced Learners' Dictionary

Using Cambridge Advanced Learners' Dictionary was succesful to help the students to check their vocabulary understanding and expand their vocabulary

mastery. It was able to lessen the fear of the students' of unfamiliar vocabulary. They could also use the dictionary to practice their pronunciation skills and their grammar mastery.

e. Recording Students 'Performances

Recording the students performances were successful to let the students to train their self-confidence to practice their English at their disposal. This activity was not only focused on the students' fluency but also their accuracy by gaining feedback in the end of their performances. It was also effective in providing the students the feedback on their communicative skills such as eye contact and hand movement. In expressing their opinions, the students seemed to use the compensatory strategies by which they asked the researcher' help, dictionary and non-verbal strategies. Their improvement which could be seen from their communicative interaction.

D. General Findings

The findings of Cycle II showed that the actions, in general, succeeded to improve the speaking learning process and overcome the major field problems. The objective of the research was achieved which had the cycle II end the research. In summary, the change results of teaching and learning process during two cycles can be seen in table below.

Table 4.: Summary of the results of the actions in Cycle I and II

Before the implementation of actions	After the implementation of actions	
	Cycle I	Cycle II
Many of the students were not engaged in the teaching learning process.	The students were interested in the teaching learning process. They were eager to know the topic of the input	The students showed their engagement by their high participation in the teaching learning

	material before the class began. They did not make much noise when the teacher was explaining.	activities. They did the task successfully. They were enthusiastic to perform in front of the class and remain interested till the end of the Cycle II.
The students' motivation to practice their English at their command was low.	The students would ask some questions in English. Some of the students responded the teacher's talk in English.	The students answered the teacher's questions orally in English. The teacher
The way the materials delivered was not interesting.	The students were not bored. The instructions were given clearly.	The students were engaged in the teaching learning materials. The instructions were given clearly and well-staged.
The activities were not greatly varied.	There were activities to design for speaking and listening activities by using various media effectively.	There were activities to design for speaking and listening activities by using various media effectively.
There were not enough listening and speaking input materials.	There were input materials that could cover listening and speaking materials from video and recorded monologue text.	There were input materials that could cover listening and speaking materials from video and recorded monologue text.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

The research findings and discussion in chapter IV show that the English speaking learning process for grade VIII students of SMP N 1 Bantul has improved. In this chapter the conclusions of the action research are drawn. The following sections provide descriptions of the implications of this study and suggestions addressed to the English teacher, the students, and the school in general.

A. Conclusions

The main problems found in the English class of Grade VIII at SMPN 1 Bantul were related to poor quality of speaking learning process. The objective of this research was to improve the English speaking learning process by using classroom multimedia tools. The classroom multimedia tools employed in this research were video, PowerPoint presentation, Cambridge Advanced Learner's Dictionary, LCD, screen, and speaker. The procedure of using classroom multimedia tools was integrated in the stages of teaching learning activities; warming-up, main instructional activities, and closing. The conclusions of this action research are presented as follows.

1. Warming-up

Video input presents contextual cues that can recall information and yield the natural interest of the students to visualize things that do not exist in

the classroom. Thus video was thoroughly effective to draw the students' attention, direct it, and arouse their motivation in warming-up session. The use of video was divided into three main parts, pre-viewing, viewing, and post-viewing. Before the students viewed the video, the students were asked some questions totap their previous knowledge or experience. Then they were explained what they had to do when they watched it. For example, they should check phrases they heard on the video in the columns where there were choices of similar phrases. Or, they were expected to check true or false for any information based on the video. After watching the video, the students were allowed to decide how many times they wanted to repeat it. Ensuring that the students were confident enough on their answers was significant to move further on other activities, like questions-and-answers leading to the students' willingness to learn to acquire the intended competencies. Especially video could not only improve their listening comprehension, but the students could also get input model of pronunciation.

Beside video, PowerPoint presentation was also effective to be used in warming-up session. One of the activities that could be applied by using PowerPoint presentation was study wordle picture. Wordle was a cloud of words that consisted of some words jumbled together. The students were expected to arrange those jumbled words based on their significance for their daily life. A still picture embedded in one slide could direct the student' attention to focus on the task given. By providing relevance of the task to the students' current situation of life, the motivation to learn to acquire the

intended competencies could be aroused too. Therefore, further discussion about the content of the subject being learned could be successful.

2. Main teaching learning activities

Main instructional speaking activities integrate aspects of meaning, language, and communication. In order to focus on meaning, recorded monologue text was used. The file was embedded in PowerPoint presentation and pictures related to the topic were displayed. While the students were listening to the recorded text, they were expected to add some vocabularies they heard on the transcript given. After that, there were following comprehension tasks like answering true-false questions and re-arranging paragraphs. To discuss the answers, PowerPoint presentation was used so that the students could focus on the screen and their answers.

The students learned language elements by using Cambridge Oxford Dictionary Third Edition to check pronunciation, spelling, definition, and context of certain vocabularies. Students might be overwhelming at first in using this dictionary because the explanations were all in English. Therefore the teacher should guide them how to make use of it effectively. There were also other activities to focus on the structure of the language, like putting verbs into correct forms and matching sentences. It could present various colors to display different emphasis on the structure of language. PowerPoint presentation was successful to encourage the students to get engaged.

Effective communicative tasks by integrating multimedia tools were also effective to provide the students opportunities to practice the learned

competency. The students were asked to do simulation and presentation. Displaying PowerPoint slide was able to provide the students context of the activity. Recording their performance was also very effective as a main resource to provide feedback for them. Letting them create their own presentation multimedia material such as PowerPoint slide and then present it in front of the class was also successful to improve the students' participation.

3. Closing

To summarize and make the students aware of the usefulness of the speaking skill they had learned the materials in the PowerPoint presentation was showed again briskly. While the file was displayed, the students could be involved in questions-and-answers sessions and then drew the conclusion how the expressions would be used in real life.

B. Implications

This research has pointed several implications as follows.

1. The use of LCD projector, screen, and speaker was effective to create different atmosphere in the classroom instructional process. The English teacher could not only vary the speaking materials and activity, but also could lead the students' attention to focus on the screen, presenter, or the peers when they needed to discuss the material. To optimize the use of LCD projector, screen, and speaker, before the class began it was needed to check the image quality and the availability of non-stop electricity of power line. The students with familiarity toward such tools could also be asked to help in preparing the class.

2. Using video was effective to give listening and speaking input. It could be employed in the warming-up session and the main teaching learning activities which emphasized the students' comprehension of the meanings of expressions. Youtube.com was one of the website where video could be downloaded for free.
3. PowerPoint presentation was useful to present instructional materials in a linear way. When the students were expected to have listening tasks, PowerPoint presentation could be used to display the script by using various colors and by embedding some pictures to enhance the students' engagement. The students were also asked to make their own presentation slide. That way they learned to organize their speech when they should perform in front of the class. PowerPoint presentation could also be used in the end of the meeting to review the learned material briskly.
4. Cambridge Oxford Learner's Dictionary also gave positive contribution in helping the students to find the meaning of some difficult words, the correct pronunciation, and the right spelling. It would be used best if the students could install it in their PC and open it every time they encountered difficulty about vocabulary.
5. Recording the students' performance was helpful to provide immediate feedback resource on the students' content, language, or communication skills. Ensuring that the students were ready to perform in front of camera was important. When some students were being recorded, other students should give score on their performance.

C. Suggestions

To use classroom multimedia tools effectively in improving the English speaking learning process, some suggestions are directed toward the English teacher, the students, and to the school.

1. To the English teacher

Considering the potentials of appropriate multimedia use, the English teacher is suggested to improve their familiarity toward the instructional techniques and to explore various sources in the internet that can improve their quality of multimedia materials and the teaching learning activities. The more familiar they are, the more confident they become. It thus can lead to creativity in developing language activities that use the available classroom multimedia tools at their disposal.

2. To the students

Understanding the style of learning and improving the autonomy of learning would be prominent for the students in learning English speaking skills. There have been various multimedia tools and materials in the internet that can help them to gain excessive language input provided outside of the school context and might suit their interest. In addition, their active engagement and participation in the classroom activities can provide them with opportunities to practice their English communication skills.

3. To the school

Professional development activities should be provided as an ongoing program for English teachers to improve practical strategies for

integrating multimedia tools into instructional process. Funding to maintain and upgrade the classroom multimedia tools at the schools is an investment for optimizing the use of multimedia tools in long term period.

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APPENDICES



COURSE GRID

Syllabus
 School : SMP N 1 Bantul
 Subject : English
 Class/ Semester : VIII/ II
 Skill : Speaking

Standard of competence :

10. Expressing meaning in short and simple oral functional text interactively and non-interactively in formal and informal situation in the form of *recount*, *narrative*, ***exposition*** to communicate with the closest environment and/or in academic context.

Basic Competence :

10.1. Expressing meaning in the form of *recount*, *narrative*, and ***exposition*** with oral and simple language accurately, fluently and acceptably to communicate interactively in informal situation with the surrounding and/or in academic context.

No	Topic	Time allocation	Indicators	Input texts	Grammar focus	Vocabulary	Language function	Tasks	Multimedia Tools
1.	Plant and Trees in Ecosystem	4 x 40	1. Identify the generic structure of exposition texts 2. Identify detailed information in exposition texts 3. Express opinions related to issues of the topic.	1. Video “Why Kids Love Trees” 2. Recorded monologue text “Why we should stop deforestation” 3. Pictures of plant and trees 4. Slides of presentation	1. Modal verbs (must, should) 2. Connectives (firstly, secondly, ...)	Shade, plant, thron, trees.	<i>It is important to</i> <i>It is significant that</i> <i>It is better for us to</i>	Task 1 Study the video “Why Kids Love Trees”. Check (✓) the phrases you hear. Task 2 In pairs, answer the following questions. Task 3 Listen to the monologue “Why we should stop deforestation”. Write some additional vocabularies you hear	Microsoft Power Point, Jet Audio, Cambridge Advance Learner’s Dictionary

								<p>in the transcript below.</p> <p>Task 4 Read aloud the text. Answer the following questions.</p> <p>Task 5 With your own words explain why deforestation should be stopped. Compare your answers to your classmates.</p> <p>Task 6 Study the explanation below.</p> <p>Task 7 Can you think of any other solution to cope with this problem? Move around the class, tell your solution and give reasons for your opinions.</p> <p>Task 8 In group of three discuss one of the ways to improve the awareness of people to plant trees. Present</p>	
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								your ideas in front of the class.	
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Standard of competence :

10. Expressing meaning in short and simple oral functional text interactively and non-interactively in formal and informal situation in the form of *recount, narrative, exposition* to communicate with the closest environment and/or in academic context.

Basic Competence :

10.2. Expressing meaning in the form of *recount, narrative, and exposition* with oral and simple language accurately, fluently and acceptably to communicate non-interactively in formal situation with the surrounding and/or in academic context.

No	Topic	Time allocation	Indicators	Input texts	Grammar focus	Vocabulary	Language function	Tasks	Multimedia Tools
2.	Chemical Substances in Daily Life	4 x 40'	1. Identify particular terms in exposition text about chemical substances in food. 2. Identify the detailed information in exposition texts 3. Express opinions related to issues of the topic.	1. Video "Chemical Substances Found in Drinking Water" 2. Slides of presentation	Passive voices	Textile dye, carcinogenic, poisonous, arsenic....	<i>We should....</i> <i>We ought to....</i>	Task 1 Study the video "Chemical Substances Found in Drinking Water". Check (✓) the phrases you hear. Task 2 In pairs, answer the following questions. Task 3 Study the following explanation. Task 4 Change these sentences into passive voices. Task 5 Find the five hidden words. Write the words in the space provided.	Microsoft Power Point, Jet Audio, Cambridge Advance Learner's Dictionary

								<p>Task 6 Use the words to complete these paragraphs.</p> <p>Meeting 2 Task 7 Decide how many of the students who will represent from the governor's side, society, dairy's company, American Environment Agency, and who will play as the news anchors. Have class simulation for live conference on the issue of Chemical Substances in California.</p>	
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Standard of competence :

9. Expressing meaning in simple conversation for interpersonal and transactional purposes interactively and noninteractively in formal and informal situation to communicate with the closest environment and/or academic context

Basic Competence :

9.1. Expressing meaning in oral and simple interpersonal and transactional conversation accurately, fluently, and acceptable; interactively and noninteractively in informal situation to communicate with the closest environment and/or academic context, containing: asking, giving and refusing information; asking, giving, and refusing things; confirming and denying information; asking, giving, and refusing opinion; expressing, and asking agreement and disagreement; responding statement and giving attention to the speaker; starting, extending, and closing conversation; and starting, extending, and closing phone calls

No	Topic	Time allocation	Indicators	Input texts	Grammar focus	Vocabulary	Language function	Tasks	Multimedia Tools
3.	Robot	2x40'	1. Identify the expressions used for expressing, and asking agreement and disagreement 2. Express, and ask agreement and disagreement.	1. A short clip 2. Slides presentation	Present tense		<i>Agreeing</i> I agree. You're right Good idea. Couldn't agree any more. <i>Disagreeing</i> I disagree. I don't think so. I'm sorry, but.... <i>Expressing</i>	Task 1 Put inventions from 20 th century provided in the cloud words in order of importance. Task 2 How would you define the word robot? Compare your answers with the dictionary's definition. Task 3 Study the expressions below.	Microsoft Power Point, Jet Audio, Cambridge Advance Learner's Dictionary

							<i>opinion</i> I think that... I believe that...	<p>Task 4 Enlist ideas why you agree and disagree with the existence of robot in human's life.</p> <p>Task 5 Watch a short clip about robots. In pairs, simulate a dialogue for the video using the expressions above.</p>	
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Standard of competence :

10. Expressing meaning in short and simple oral functional text interactively and non-interactively in formal and informal situation in the form of *recount*, *narrative*, ***exposition*** to communicate with the closest environment and/or in academic context.

Basic Competence :

10.1. Expressing meaning in the form of ***recount***, *narrative*, and *exposition* with oral and simple language accurately, fluently and acceptably to communicate interactively in informal situation with the surrounding and/or in academic context.

No	Topic	Time allocation	Indicators	Input texts	Grammar focus	Vocabulary	Language function	Tasks	Multimedia Tools
1.	Simple Machines	6x40	1. Identify the generic structure of recount texts 2. Identify the explicit and implicit meaning in the recount texts. 3. Tell the stories of recount.	1. Pictures 2. Video 3. PowerPoint	Past tense (verb and to be) Irregular, regular verbs	Lever, crowbar, lid		<p>Meeting 1</p> <p>Task 1</p> <p>Here is a list of simple machines. Put them in order of importance for you. Work in pairs and give reasons for your decision.</p> <p>Task 2</p> <p>Rearrange the following jumbled paragraphs into a good recount text. Leave out the numbers. Then, answer the questions that follow.</p> <p>Task 3</p> <p>Study the explanation on the video. Go back again to the previous text. Identify</p>	Microsoft Power Point, Jet Audio, Cambridge Advance Learner's Dictionary

								<p>the generic structures.</p> <p>Task 4 Change the underlined verbs in this text into past tense.</p> <p>Task 5 Work in groups of four. Write the summary of the text.</p> <p>Homework: Make the PowerPoint Slide to present your summary</p> <p>Task 6 Pretend your group is the relatives of the inventors. Present their biography in a simulation of an international conference by using the text in the previous meeting. Make the PowerPoint presentation of the biography.</p> <p>Meeting 3</p>	
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								<p>Task 7</p> <p>Write a title in a paper. Swap the paper randomly. Draw lines so the paper is divided into 6 squares. Look at the parts of the story</p> <p>1st square – what/who 2nd square – where/when 3rd 4th 5th square – what happened (plot) 6th square – feelings/impact of the story on the main character (“<i>It was exciting/disappointing/thrilling/disgusting...</i>”)</p> <p>Draw simple sketches into each box. Swap the papers again to the owner of the paper. Write down the stories using past tense based on the pictures.</p> <p>Task 10</p> <p>Share your stories with your friends.</p>	
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B LESSON PLANS

LESSON PLAN I

A. Identify of the Lesson

School : SMPN 1 Bantul
 Subject : English
 Class/Semester : VIII/2

B. Standard of Competence

10. Expressing meaning in short and simple oral functional text interactively and non-interactively in formal and informal situation in the form of recount, narrative, exposition to communicate with the closest environment and/or in academic context.

C. Basic Competence

10.1. Expressing meaning in the form of recount, narrative, and exposition with oral and simple language accurately, fluently and acceptably to communicate interactively in informal situation with the surrounding and/or in academic context.

D. Indicators

At the end of the lesson, students are expected to be able to:

1. Identify the generic structure of analytical exposition texts.
2. Identify the detailed information in analytical exposition texts.
3. Express the opinions related to the passage of analytical exposition texts.
4. Respond to the opinions related to the passage of analytical exposition texts.

E. Instructional Objectives

1. Expressing the opinions related to the passage of analytical exposition texts.
2. Responding the opinions related to the passage analytical exposition texts.

F. Instructional Materials

1. Topic : Plant and trees
2. Input text : Video “Why Kids Love Trees”, recorded monologue text “Why we should stop, pictures of plant and trees, pictures of plant and trees, slides of presentation
3. Key vocabulary :
 - Nouns : Shade, plant, throng, trees, deforestation.
 - Verbs : Degrade, log, estimate.
 - Adjectives : Clear, diverse, illegal.
4. Key pronunciation :
 - The pronunciation of the ‘th’, ‘sh’
 - Stressed and unstressed word

G. Time allocations : 4x40 minutes

H. Teaching Method : based on the Contextual-Communicative Model of EFL Teaching-Learning developed by Prof. Suwarsih Madya (Madya, 2004)

I. Teaching Learning Activities

a. Pre-teaching

- The teacher greets the students and asks their condition.
- While showing pictures in Microsoft Power Point the teacher provides elicitation (Do you like climbing trees? What would happen if the trees were all cut? How important are trees and plant for you?)

b. Whilst-teaching

❖ Lead-in

- Studying the video “Why Kids Love Trees” played by using Jet Audio. Then, checking (✓) the phrases heard. (TASK 1)
- Answering the following questions. (TASK 2)

❖ Content focus

- Listening to the monologue “Why we should stop deforestation“ played by using Jet Audio. Writing some additional vocabularies heard in the transcript. (TASK 3)
- Reading aloud the text. Answering the following questions. (TASK 4)

❖ Language focus

- Studying the explanation of the generic structure of exposition texts in the worksheet and discussing by using Microsoft Power Point. (TASK 6)
- Studying the explanation of the use of “In conclusion it is important to...” “In summary it is significant that...” written in the Power Point slides. (TASK 6)

❖ Communication focus

- Explaining why deforestation should be stopped then comparing the answers to other classmates. (TASK 5)
- In group of three discussing one of the ways to improve the awareness of people to plant trees, then presenting the ideas in front of the class by using Microsoft Power Point. (TASK 7)

c. Post-teaching

- The teacher evaluates the students’ performance by giving them feedback and if necessary pointing it out by using Microsoft Power Point.
- The teacher asks the difficulty in the process of learning in this meeting and reviews the materials given.
- The teacher ends the lesson.

J. Setting: classroom (classical), individual work, and group work.

K. Teaching Media: Microsoft Power Point, Jet Audio, Cambridge Advance Learner’s Dictionary, LCD, screen, speaker, laptop.

L. Learning Resources

- Youtube.com
- file:///D:/ten%20days%20come%20on/deforastation/index.htm
- Directorate of Junior High School Development. 2008. *Science*. Department of National Education: Jakarta
- Directorate of Junior High School Development. 2008. *Self-Learning Materials for junior high school grade VIII*. Department of National Education: Jakarta

M. Evaluation

- Technique : Students’ performance

No	Aspects	Technique	Instrument
1	Students’ comprehension on the analytical exposition texts	<ul style="list-style-type: none"> - Viewing a video and answering the questions that follows - Listening to a recording and answering the questions that follows 	TASK 4

2	Students' pronunciation	<ul style="list-style-type: none"> - Imitating teacher's and dictionary's pronunciation - Arranging jumbled letters into meaningful words 	TASK 7 TASK 8
3	Students' performance on expressing and responding opinions related to the topic	<ul style="list-style-type: none"> - Giving presentation of the result of discussion. 	TASK 12 TASK 12

- Scoring rubric for speaking performance (Adapted from Goh, 2007: 3)

No	Name	ASPECTS				Σ	Total Score ($\Sigma \times 5$)
		Phonological skill	Speech Function Skill	Interaction Management Skill	Extended Discourse Organization Skill		

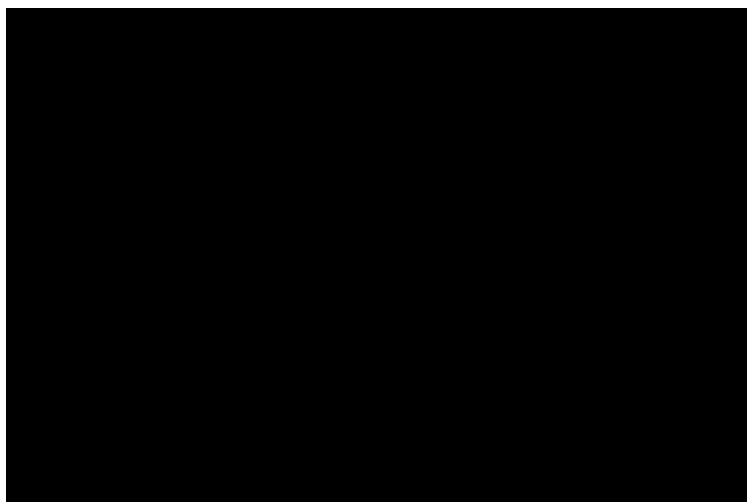
- Range of each aspect: 1-5 (Description is attached)

Teaching Learning Material

N. Plant and Tree in Our Environment

Task 1

Study the video “Why Kids Love Trees”. Check (✓) the phrases you hear.



√	1. They give us oxygen.	1. They get us oxygen.
	2. They make their hole in the trees.	2. They make their home in the trees.
	3. And it gives you shade.	3. And it gives you seed.
	4. It's really furry.	4. It's really fairy.
	5. Winter trees, I mean, I don't know what the world would be like.	5. Without trees, I mean, I don't know what the world would be like.
	6. Another pen tree would grow.	6. Another pine tree would grow.

Task 2

In pairs, answer the following questions.

1. Mention some of the names of trees at your surroundings.
2. Why do we need trees? How important are they to our life?
3. What would it be like if trees in your school were all cut?

Task 3

Listen to the monologue "Why is it important to stop deforestation?" Fill in the blanks with vocabularies you hear in the recorded text.

"Why is it important to stop deforestation?"

Nowadays deforestation is one of the biggest _____(1) problems. In many parts of the world forests are being cleared to make room for mining practices, plantation formations, and _____(2) projects. It is estimated that under today's practices there are more than 40% of our forests that will be gone in ten to twenty years.

The trees have _____(3) function of absorbing water from the ground and processing back into the atmosphere as oxygen. The three quarters of water that covers this planet is suffering because of the _____(4) of vital woodlands. The water is also being _____(5) by unscrupulous practices of companies in removal of their wastes products.

Deforestation makes global warming much worse. The _____(6) of water, soil, plants, and wildlife, is being greatly impacted in the loss of their

habitats. This creates problems in our _____(7) and the growing of crops that are vital for our existence on this planet.

Deforestation is also _____(8) for about 20% of total CO₂ emissions from human activities. The trees are part of a delicate system which intakes carbon dioxide and produces oxygen. By cutting down too many trees, this environmental process is _____(9) and it damages our ozone layer.

The loss of our trees will _____(10) harm to all. Therefore, *stopping deforestation* is vital.

Task 4

Read aloud the text. Answer the following questions.

1. What is the definition of deforestation?
2. How much water can be affected because of the loss of woodlands?
3. What is the relationship between deforestation and global warming?
4. Who are responsible for the massive cut of forest?
5. Look at the first paragraph again. What kinds of paragraph can you find?

Newsworthy Unbelievable Entertaining Informative Shocking

Task 5

By using your own words, write three reasons why deforestation should be stopped. In your opinion, what are the best strategies to stop deforestation? Compare your answers with your classmates.

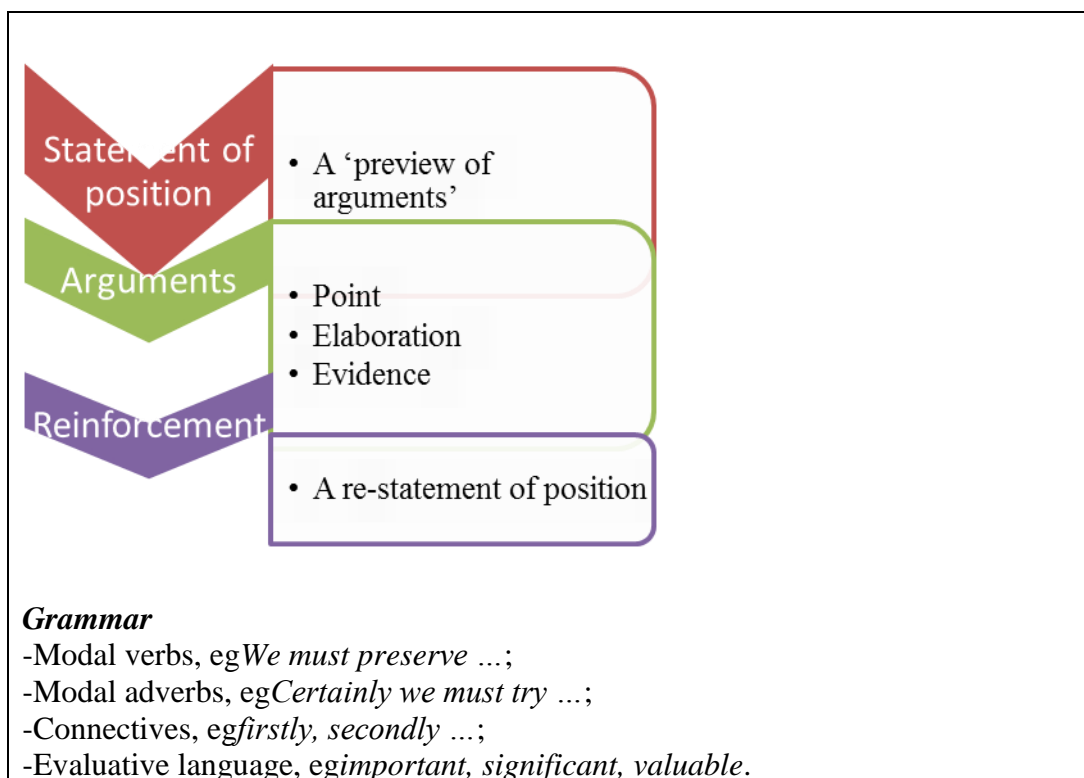
Task 6

Study the explanation below.

Social Purpose

Hortatory expositions are used to argue a case for or against a particular position or point of view.

Structure



Task 8

In group of three discuss why people should go green. Present your ideas in front of the class.

LESSON PLAN II

A. Identify of the Lesson

School : SMPN 1 Bantul
 Subject : English
 Class/Semester : VIII/2

B. Standard of Competence

10. Expressing meaning in short and simple oral functional text interactively and non-interactively in formal and informal situation in the form of *recount*, *narrative*, *exposition* to communicate with the closest environment and/or in academic context.

C. Basic Competence

10.2. Expressing meaning in the form of *recount*, *narrative*, and *exposition* with oral and simple language accurately, fluently and acceptably to communicate non-interactively in formal situation with the surrounding and/or in academic context.

D. Indicators

At the end of the lesson, students are expected to be able to:

1. Identify the generic structure of hortatory exposition texts.
2. Identify the detailed information in hortatory exposition texts.
3. Express the opinions related to the passage of hortatory exposition texts.
4. Respond to the opinions related to the passage of hortatory exposition texts.

E. Instructional Objectives

1. Expressing the opinions related to the passage of hortatory exposition texts.
2. Responding the opinions related to the passage hortatory exposition texts.

F. Instructional Materials

3. Topic : Chemical substance in our daily life
4. Input text : Video “Chemical Substances Found in Drinking Water”, pictures, slides of presentation
3. Key vocabulary :
 - Nouns : Textile dye, factory, dairy
 - Verbs : Protect, relocate
 - Adjectives : Carcinogenic, poisonous, arsenic
4. Key pronunciation :
 - Failing and raising intonation

G. Time allocations : 4x40 minutes

H. Teaching Method : based on the Contextual-Communicative Model of EFL Teaching-Learning developed by Prof. Suwarsih Madya (Madya, 2004)

I. Teaching Learning Activities

a. Pre-teaching

- The teacher greets the students and asks their condition.
- The teacher reviews the previously learned vocabularies by using Wipe out Games, using Microsoft Power Point.
- The teacher shows the map of South California, using the picture that is showed by using Microsoft Power Point.

- The teacher provides elicitation (Do you know where it is? Imagine that in a city like this the people have problems with water sanity.)

b. Whilst-teaching

❖ Lead-in

- Studying the video “Chemical Substances Found in Drinking Water” played by using Jet Audio. Then checking (✓) the phrases heard. (TASK 1)
- Answering the following questions showed by using Microsoft Power Point. (TASK 2)

❖ Content focus

- Listening to the monologue “Why we should stop deforestation“. Writing some additional vocabularies you hear in the transcript below. (TASK 3)
- Reading aloud the text. Answering the following questions. (TASK 4)

❖ Language focus

- Studying the explanation of the generic structure of hortatory exposition texts. (TASK 3)
- Studying the explanation of the passive voice individually in the worksheet then discussing it in classical group by using Microsoft Power Point. (TASK 3)
- Changing the sentences into passive voices. (TASK 4)
- Finding the five hidden words then using them to complete paragraphs. (TASK 5, TASK 6)

❖ Communication focus

- Doing class simulation for live conference on the issue of Chemical Substances in California. (TASK 7)

c. Post-teaching

- The teacher evaluates the students’ performance by giving them feedback and if necessary pointing it out by using Microsoft Power Point.
- The teacher asks the difficulty in the process of learning in this meeting and reviews the materials given.
- The teacher ends the lesson.

J. Setting: classroom (classical), individual work, and group work.

K. Teaching Media: Microsoft Power Point, Jet Audio, Cambridge Advance Learner’s Dictionary, LCD, screen, speaker, laptop.

L. Learning Resources

- Youtube.com
- file:///D:/ten%20days%20come%20on/deforastation/index.htm
- Directorate of Junior High School Development. 2008. *Science*. Department of National Education: Jakarta
- Directorate of Junior High School Development. 2008. *Self-Learning Materials for junior high school grade VIII*. Department of National Education: Jakarta

M. Evaluation

- Technique : Students’ performance

No	Aspects	Technique	Instrument
1	Students’	- Viewing a video and answering the	TASK 1,

	comprehension on the hortatory exposition texts	questions that follows - Listening to a recording and answering the questions that follows	2, 3, 4
2	Students' pronunciation	- Imitating teacher's pronunciation of the intended expressions with raising and falling intonation -	TASK 4
3	Students' performance on expressing and responding opinions related to the topic	- Doing class simulation for live conference on the issue of Chemical Substances in California.	TASK 7

- Scoring rubric for speaking performance (Adapted from Goh, 2007: 3)

No	Name	ASPECTS				Σ	Total Score ($\Sigma \times 5$)
		Phonological skill	Speech Function Skill	Interaction Management Skill	Extended Discourse Organization Skill		

- Range of each aspect: 1-5 (Description is attached)

LESSON PLAN III

A. Identify of the Lesson

School : SMPN 1 Bantul
 Subject : English
 Class/Semester : VIII/2

B. Standard of Competence

9. Expressing meaning in simple conversation for interpersonal and transactional purposes interactively and noninteractively in formal and informal situation to communicate with the closest environment and/or academic context

C. Basic Competence

9.1 Expressing meaning in oral and simple interpersonal and transactional conversation accurately, fluently, and acceptable; interactively and noninteractively in informal situation to communicate with the closest environment and/or academic context, containing: asking, giving and refusing information; asking, giving, and refusing things; confirming and denying information; asking, giving, and refusing opinion; expressing, and asking agreement and disagreement; responding statement and giving attention to the speaker; starting, extending, and closing conversation; and starting, extending, and closing phone calls

D. Indicators

At the end of the lesson, students are expected to be able to:

1. pronounce the expressions of asking, giving, and refusing opinion correctly with intelligible pronunciation
2. use the expressions of asking, giving, and refusing opinion in the dialogue with correct intonation
3. respond to the expressions of asking, giving, and refusing opinion in the dialogue
4. perform the dialogue of expressing asking, giving, and refusing opinion orally with intelligible pronunciation in formal situation to communicate in daily life

E. Instructional Objectives

1. Using the expression of asking, giving, and refusing opinion in transactional and interpersonal conversation in formal or informal situation in daily life
2. Responding to the expression of asking, giving, and refusing opinion in transactional and interpersonal conversation in formal or informal situation in daily life

F. Instructional Materials

1. Topic : Robot in 21st century
2. Input text : A short clip about robot, slides presentation
3. Key vocabulary :
 - Nouns : Engine, glue
 - Verbs : Create, build

- Adjectives : Sophisticated, awesome

4. Key pronunciation :

- Failing and raising intonation

G. Time allocations : 2x40 minutes

H. Teaching Method : based on the Contextual-Communicative Model of EFL Teaching-Learning developed by Prof. SuwarsihMadya (Madya, 2004)

I. Teaching Learning Activities

a. Pre-teaching

- The teacher greets the students and asks their condition.

b. Whilst-teaching

❖ Lead-in

- Putting words in the cloud provided in Microsoft Power Point in order of importance. (TASK 1)

❖ Content focus

- Defining the word robot and comparing to the dictionary's definition. (TASK 2)

❖ Language focus

- Studying the expressions of asking, giving, and refusing opinion(TASK 3)

❖ Communication focus

- Watching a short clip about robots. In pairs, simulating a dialogue for the video by using the expressions asking, giving, and refusing opinion.(TASK 4)

c. Post-teaching

- The teacher evaluates the students' performance by giving them feedback.

- The teacher asks the difficulty in the process of learning in this meeting and reviews the materials given.

- The teacher ends the lesson.

J. Setting:Individual and pair work.

K. Teaching Media:Microsoft Power Point, Jet Audio, Cambridge Advance Learner's Dictionary, LCD, screen, speaker, laptop.

L. Learning Resources

- Youtube.com

- file:///D:/ten%20days%20come%20on/deforastation/index.htm

- Directorate of Junior High School Development. 2008. *Science*. Department of National Education: Jakarta

- Directorate of Junior High School Development. 2008. *Self-Learning Materials for junior high school grade VIII*. Department of National Education: Jakarta

M. Evaluation

- Technique : Students' performance

No	Aspects	Technique	Instrument
1	Students' comprehension on the expressions asking, giving, and refusing opinion	- Watching a short clip about robots. In pairs, simulating a dialogue for the video by using the expressions asking, giving, and refusing opinion.	TASK 4

2	Students' pronunciation	- Imitating teacher's and dictionary's pronunciation	TASK 3
3	Students' performance on expressions asking, giving, and refusing opinion	- Watching a short clip about robots. In pairs, simulating a dialogue for the video by using the expressions asking, giving, and refusing opinion.	TASK 4

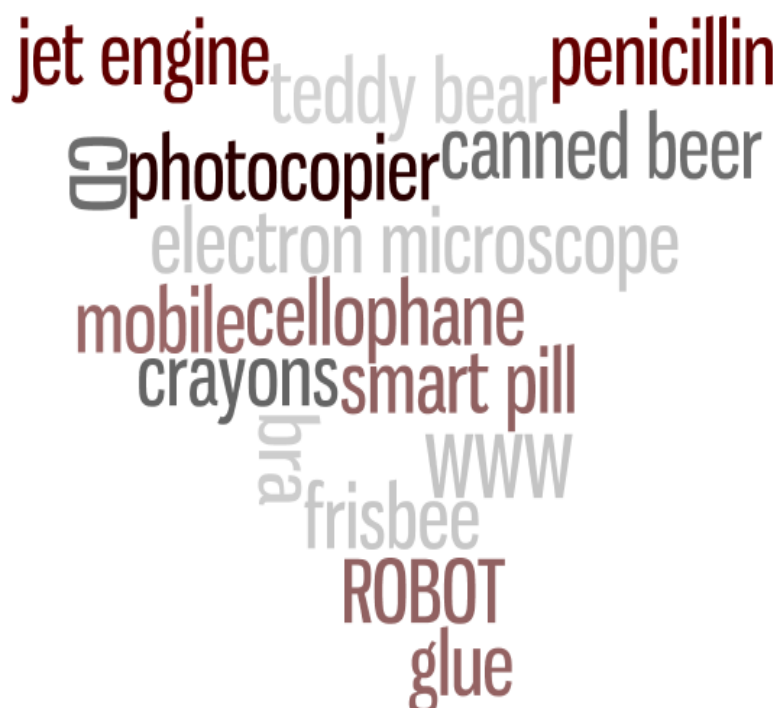
- Scoring rubric for speaking performance (Adapted from Goh, 2007: 3)

No	Name	ASPECTS				Σ	Total Score ($\Sigma \times 5$)
		Phonological skill	Speech Function Skill	Interaction Management Skill	Extended Discourse Organization Skill		

- Range of each aspect: 1-5 (Description is attached)

N. Teaching Learning Material

Robot



Task 1

Put inventions from 20th century provided in the cloud words in order of importance.

1st place _____

2nd place _____

3th place _____

4th place _____

5th place _____

Last place _____

Task 2

How would you define the word robot? Compare your answers with the dictionary's definition.

Your definition	Dictionary's definition

Task 3

Study the expressions below.

<i>Agreeing</i>	<i>Disagreeing</i>	<i>Expressing opinion</i>
I agree.	I disagree.	I think that...
So do I.	I don't think so.	I believe that...
Me too.	(No.) That's not right.	It seems to me that...
Me neither.	Yes, but...	I am (strongly) convinced
I don't either.	(I'm sorry, but) I don't	that...
You're right.	agree.	In my opinion,...
That's right.		
Good idea.		
I think that's a good idea.		

Task 4

Watch a short clip about robots. In pairs, simulate a dialogue for the video using the expressions above.

LESSON PLAN IV

A. Identify of the Lesson

School : SMPN 1 Bantul
 Subject : English
 Class/Semester : VIII/2

B. Standard of Competence

10. Expressing meaning in short and simple oral functional text interactively and non-interactively in formal and informal situation in the form of recount, narrative, exposition to communicate with the closest environment and/or in academic context.

C. Basic Competence

Basic Competence : 10.1. Expressing meaning in the form of recount, narrative, and exposition with oral and simple language accurately, fluently and acceptably to communicate interactively in informal situation with the surrounding and/or in academic context.

D. Indicators

At the end of the lesson, students are expected to be able to:

1. Identify the generic structure of recount texts.
2. Identify the detailed information in recount texts.
3. Tell the stories of recount texts.

E. Instructional Objectives

1. Expressing the opinions related to the passage of recount texts.
2. Responding the opinions related to the passage recount texts.

F. Instructional Materials

1. Topic : Simple machines
2. Input text : Pictures, video, PowerPoint
3. Key vocabulary :
 - Nouns : Lever, crowbar, lid, engine
 - Verbs : Change, repair, rev
 - Adjectives : Strong, knotty, mean
4. Key pronunciation :
 - The pronunciation of the 'kn', 'r'
 - Stressed and unstressed word

G. Time allocations : 6x40 minutes

H. Teaching Method : based on the Contextual-Communicative Model of EFL Teaching-Learning developed by Prof. SuwarsihMadya (Madya, 2004)

I. Teaching Learning Activities

a. Pre-teaching

- The teacher greets the students and asks their condition.
- The teacher provides elicitation (Mention some of the examples of simple machine in the classroom.)

b. Whilst-teaching

❖ Lead-in

- Putting a list of simple machines in order of importance. Working in pairs and giving reasons for your decision. (TASK 1)
- ❖ Content focus
 - Rearranging the following jumbled paragraphs into a good recount text. Leaving out the numbers. Then, answering the questions that follow. (TASK 2)
 - Studying the explanation on the video. Going back again to the previous text. Identify the generic structures. (TASK 3)
 - Working in groups of four and writing the summary of the text. (TASK 5)
 - Writing a title in a paper. Swapping the paper randomly. Drawing lines so the paper is divided into 6 squares. Looking at the parts of the story (1st square – what/ who, 2nd square -where/when, 3rd 4th 5th square – what happened/ plot, 6th square – feelings/ impact of the story on the main character (“*It was exciting/disappointing/thrilling/disgusting...*”). Writing down the stories using past tense based on the pictures. (TASK 7)
- ❖ Language focus
 - Changing the underlined verbs in the text into past tense. (TASK 4)
- ❖ Communication focus
 - Presenting the result of summary in groups. (TASK 6)
 - Sharing the stories with other classmates. (TASK 8)
- c. Post-teaching
 - The teacher evaluates the students’ performance by giving them feedback.
 - The teacher asks the difficulty in the process of learning in this meeting and reviews the materials given.
 - The teacher ends the lesson.

J. Setting: classroom (classical), individual work, and group work.

K. Teaching Media: Microsoft Power Point, Jet Audio, Cambridge Advance Learner’s Dictionary, LCD, screen, speaker, laptop.

L. Learning Resources

- Youtube.com
- file:///D:/ten%20days%20come%20on/deforestation/index.htm
- Directorate of Junior High School Development. 2008. *Science*. Department of National Education: Jakarta
- Directorate of Junior High School Development. 2008. *Self-Learning Materials for junior high school grade VIII*. Department of National Education: Jakarta

M. Evaluation

- Technique : Students’ performance

No	Aspects	Technique	Instrument
1	Students’ comprehension on the recount texts	- writing the summary of the text. (TASK 5)	TASK 5
2	Students’ pronunciation	- Imitating teacher’s and dictionary’s pronunciation	TASK 4
3	Students’	- Presenting the result of summary in	TASK 6, 8

	performance on expressing and responding recount texts.	groups. - Sharing the stories with other classmates.	
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- Scoring rubric for speaking performance (Adapted from Goh, 2007: 3)

No	Name	ASPECTS				Σ	Total Score ($\Sigma \times 5$)
		Phonological skill	Speech Function Skill	Interaction Management Skill	Extended Discourse Organization Skill		

- Range of each aspect: 1-5 (Description is attached)

N. Teaching and Learning Material

Simple Machine

Task 1

- A. Here is a list of simple machines. Match the words and possible phrases with the pictures below.

axle
 Wheel
 Pulley and
 Inclined plane
 Wedge
 crowbar
 Screw
 lid
 Lever





1. _____



2. _____



3. _____

	<p>4. _____</p>
	<p>5. _____</p>

B. Put them in order of importance for you. Work in pairs and give reasons for your decision.

- 1st place _____
- 2nd place _____
- 3th place _____
- 4th place _____
- 5th place _____
- Last place _____

Task 2

A. Rearrange the following jumbled paragraphs into a good recount text.
Leave out the numbers.

	<p>After eating and drinking until satisfied, I felt sleepy but my eyes were wide awake suddenly when I found a pencil case above the cupboard.</p>
--	---

	This pencil case contained pencils and sharpen pencils. The sharpen pencils had a hole on the side. I noticed that inside of the hole of all of those sharpeners was a blade. It was the part that could sharpen the pencils. I had all the pencils pierce, then I drew all the sides of the wall by using my artistic point of view.
	Yesterday I had an eventful day in my uncle's garage. It was not so big but I discovered lots of things inside of the garage.
	First, my uncle gave me pizza but I couldn't cut it. In the corner of the garage, I picked up a pizza cutter and it was a simple machine. The blade was a circle and I pushed it down and turned it. It helped me to cut the pizza.
	My uncle also left me with cola. I was so lucky that there was bottle opener near the cutter.. This cutter made a bigger hole and then I could drink the cola all by myself.
	Finally when I wanted to get out of the garage, i couldn't open the door. I was locked. But I found a screwdriver on the floor. I held it with my hand and I turned it round so the screws could turn round the key on the door. The screw came out and the door opened.
	Simple machines really made my day. Wish I could learn the details of these machines another day.

- B. Find at least one example of each simple machine in your home that you used today before you went to school.
- C. Go back again to the previous text. Identify the generic structures of recount text. Study this explanation below.

Recount text

Recount

A recount tells about events that have happened to you or other people.

Title → A brief name for the experience or event.

Orientation → Tells when and where the event began and who was there.

Events → Tells the events in the order they happened.

Ending → Tells how the experience ended and some thoughts you may have about it.



At the Beach

My friend and I went to the beach on Saturday.

While we were at the beach we had a cool swim.

After our swim we built sandcastles.

Later it began to rain, so we packed up and went home.

We were tired from our day at the beach, so we went to bed early.

Vocabulary

Simple Machine: one of six tools that make work easier

Machine: a device for doing some kind of work

Compound Machine: more than one simple machine working together

Lever: a stiff bar that moves on a fixed point called a fulcrum, used to lift or move heavy objects. There are first, second and third class levers.

First class lever: effort, fulcrum, load

Second class lever: effort, load, fulcrum

Third class lever: load, effort, fulcrum

Wheel and Axle: a wheel that turns on a centerpost or rod, used to move objects or change power, speed, or direction of movement

Pulley: a wheel with a groove that a rope fits into, used to lift or move objects

Inclined Plane: a sloping surface connecting a lower surface with a higher surface, used to move heavy loads up or down

Screw: an inclined plane wrapped around a shaft, used to hold objects together

or lift objects

Wedge: two inclined planes put together to form a v-shape, used to split, separate, or raise an object

Energy: ability to do work

Force: a push or pull on an object that causes it to change direction, move or stop
Motion: movement
Friction: a rubbing force of one object against another causing movement to slow down.
Gravity: the force of one object pulling on another
Effort: the amount of energy exerted
Distance: the amount of area an object will move
Load: the amount of weight that needs to be moved
Fulcrum: part of a lever that supports length of bar

Task 4

A. Change the underlined verbs in this text into past tense.

The idea of a "simple machine" originated with the Greek philosopher [Archimedes](#) around the 3rd century BC, who studied the "Archimedean" simple machines: lever, pulley, and [screw](#). He _____ (1. *discover*) the principle of [mechanical advantage](#) in the lever. Later Greek philosophers defined the classic five simple machines and _____ (2. *to be*) able to roughly calculate their mechanical advantage. [Heron of Alexandria](#) in 10–75 AD in his work *Mechanics* lists five mechanisms that could "set a load in motion"; lever, windlass, pulley, wedge, and screw, and describes their fabrication and uses. However the Greeks' understanding was _____ (3. *limit*) to the [statics](#) of simple machines; the balance of forces, and did not include [dynamics](#); the tradeoff between force and distance, or the concept of [work](#).

During the [Renaissance](#) the dynamics of the *Mechanical Powers*, as the simple machines were called, _____ (4. *begin*) to be studied from the standpoint of how much useful work they could perform, leading eventually to the new concept of mechanical [work](#). In 1586 Flemish engineer [Simon Stevin](#) _____ (5. *derive*) the mechanical advantage of the inclined plane, and it was included with the other simple machines. The complete dynamic theory of simple machines was worked out by Italian scientist [Galileo Galilei](#) in 1600 in *Le Meccaniche*. He _____ (6. *To be*) the first to understand that simple machines do not create [energy](#), only transform it.

The classic rules of sliding [friction](#) in machines were discovered by [Leonardo Da Vinci](#) between 1452 and 1519, but _____ (7. *remain*) unpublished in his notebooks. They were rediscovered by [Guillaume Amontons](#) in 1699 and were further developed by [Charles-Augustin de Coulomb](#) in 1785.

Modified from https://en.wikipedia.org/wiki/Simple_machine

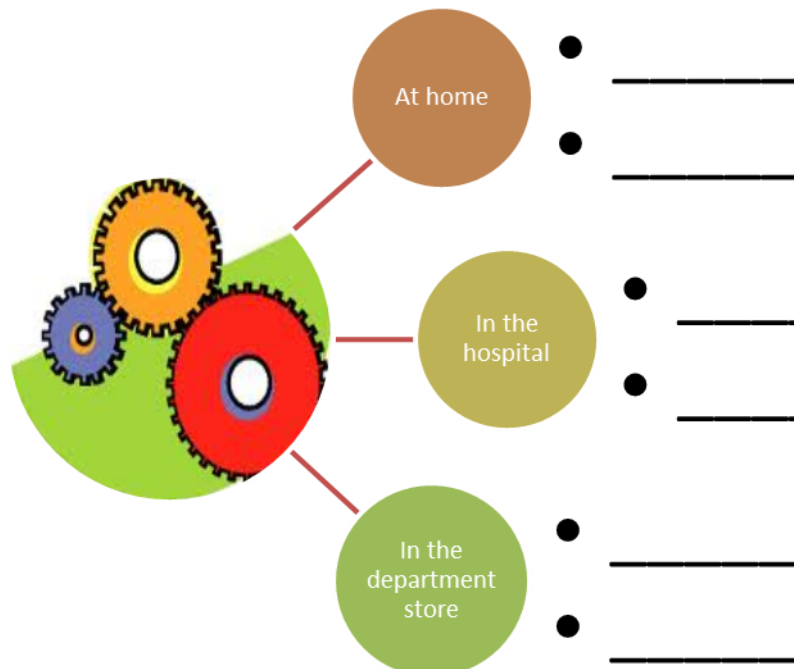
B. Check the statements that are true based on the text.

1. Archimedes discovered the mechanical advantage in a stiff bar that moves on a fixed point called a fulcrum, used to lift or move.
2. There was limitation of the amount of weight that needed to be moved in *Mechanics*.
3. The rules about the amount of energy exerted and the amount of area were discovered by Leonardo Da Vinci.
4. An inclined plane wrapped around a shaft, used to hold objects together or lift objects was found in 1699.
5. The ability to do work is not created but it always changes.

C. According to the text, who invented simple machines? Complete the chart.

Name	Invention	Year

D. Mention some of simple machines found in the house, hospital, and department store.



Fill in this below inventor report. You can use utilize the library, and the internet, including the site <http://webtech.kennesaw.edu/sthroop/machinequest.htm> which includes an alphabetical listing of inventors. Present your information about both the inventor and the invention. Provide some kind of visual and the PowerPoint presentation.

Inventor Report

Name _____ Group: _____

1. Name of Inventor _____

2. Where was he/she born? _____

3. Date of birth _____ Death _____

4. Invention: _____ Year invented: _____

Location of invention: _____

Types of simple machines it includes: _____

Ways it has changed our lives: _____

5. Invention: _____ Year invented: _____

Location of invention: _____

Types of simple machines it includes: _____

Ways it has changed our lives: _____

6. Invention: _____ Year invented: _____

Location of invention: _____

Types of simple machines it includes: _____

Ways it has changed our lives: _____

7. Who helped or influenced your inventor? _____

8. Find 5 interesting facts.

• _____

• _____

• _____

• _____
• _____

Inventor Rubric

	3	2	1
Name of inventor/ Where he was born/			
Birth/ Death/ Influenced by			
Invention(s) listed/ year of invention			
Simple machines involved			
How invention changed our lives			
Interesting fact			
Interesting fact			
Interesting fact			
Interesting fact			
Interesting fact			

Task 7

- A. Write a title in a paper using the words of the vocabulary list in the previous meeting. Swap the paper randomly. Draw lines so the paper is divided into 6 squares. Look at the parts of the story

1st square – what/who 2nd square -where/when 3rd 4th 5th square – what happened (plot) 6th square – feelings/impact of the story on the main character (*“It was exciting/disappointing/thrilling/disgusting...”*).

Title	
what/who 1	where/when 2
what happened 3	what happened 4
what happened 5	feelings/impact of the story on the main character 6

- B. Draw simple sketches into each box. Swap the papers again to the owner of the paper. Write down the stories using past tense based on the pictures.
- C. Share your stories with your friends.

C

INSTRUMENTS

Observation Sheet

Date :

Meeting :

Check each item in the column that most clearly represents your observation

No	Observation item	Observation score				
		0	1	2	3	4
1	Teaching and Learning Process					
A	Pre-teaching					
	1. The teacher greets the students					
	2. The students respond to the greeting					
	3. The teacher asks the students' condition					
	4. The students tell their condition to the teacher					
	5. The teacher outlines the materials					
B	Whilst-teaching					
	1. The students are ready to learn the materials					
	2. The materials are authentic/semi-authentic					
	3. The teacher provides various speaking activities					
	4. The teacher checks the students' understanding					
	5. The teacher give chances to the students for asking questions					
	6. The students ask questions					
	7. The students ask to their classmates					
	8. The students speak in English					
	9. The students use dictionary to help them					
	10. The students offer themselves to be the volunteer					
C	Post-teaching					
	1. The teacher summarizes and reflects the lesson					
	2. The students reflect their learning					
	3. The teacher previews the upcoming materials					
2	Class situation					
	1. Students' enthusiasm/motivation					
	2. Students' involvement					
	3. Time allocation					
	4. The teacher's instructions					
3	The use of multimedia tools					
	1. PowerPoint					
	2. Video					
	3. Electronic Cambridge dictionary					
	4.					
	5.					

Note:

Description:

0= not applicable

1= unsatisfactory

2= average

3= above average

4= excellent

D

FIELD NOTES

Field Note

Meeting 1 (8 May 2012)

The class was started at 10 p.m. Students were all inside of the classroom. ET introduced the researcher and O. ET and O sat in the back row of the classroom.

R prepared all of the materials, plugged the cable of LCD and speaker to her laptop. One of the students, using a cane, assisted her to turn on the LCD on the ceiling. The screen placed on the whiteboard was pulled out. When the devices were all set, R opened the class by introducing herself once again.

R asked the students a question, ““Do you like climbing trees?” Many students did not understand yet the meaning of climbing. The researcher used Cambridge Advanced Learner’s Dictionary to show how to pronounce the word and all of the students made an O chord. In the beginning, most of them answered in short phrases only. Others even used Indonesian. The girls seemed to be more reserved than the boys. When one of the students answered with the loudest voice, R pointed him and asked further “So how important are trees for you?” “To support life, Miss,” he answered.

It was announced then that they were about to watch a video, they all looked excited. The students were told that while they were viewing the video they should check the phrases they listened in the paper given. R gave one example, showing the columns by using Microsoft Word. This activity sought to avail the students of the exposure towards speaking authentic material.

The video was one minute twelve seconds’ duration, played by employing Jet Audio. When discussing the answers, most of the students got all the correct answers. Students said the task was easy. R reviewed some vocabularies found in the video. The video was played once again. Then R showed some other new vocabularies presented in the slide of PowerPoint presentation.

R gave some other ten new vocabularies presented in the slide of Microsoft PowerPoint. The students now were asked to listen to a recorded monologue about deforestation and then fill in the blank by using those ten new vocabularies. All of the students said, “Yes” when R questioned whether they were ready or not. All of the students got all of the correct answers. Students in a series were asked to read the text out loud. One student got one sentence. There were some pronunciation mistakes, like the word throng, diverse, and alleged. R corrected them right after completing reading activity. One of the students, Rizal, asked the difference between the word forest and jungle. R wanted to present the pictures by browsing in the internet but the hotspot connection was out of order. R explained briefly.

Students were divided into 6 groups of four. They were asked to discuss the answers of some questions based on the text. They were encouraged to use English. Some students were silent, not participating in the discussion. There was only a few

of the students who pushed themselves speaking in English. R tried to get involved in the discussion, propelling questions in English. Many students still felt hesitantly and shyly to communicate their ideas in English. However there are some students who could excel the rest of the group members in the discussion process. They were the ones with better fluency and confidence.

It was 11.05 a.m. the students were still preoccupied with the questions of the discussion. Because of the limited time left, R rushed up to explain the hortatory exposition by using Microsoft PowerPoint and together with the students identified the generic structure of hortatory exposition on the discussed text. The students did not make any high noise levels, except reading the questions in choir. R already used some pictures of trees in the slides but some of the students in the back seemed noticing the screen uninterestingly. "Do you get it, everyone?" R asked them after the end of the presentation. Many were now even noiseless, except Rizal and Fauzi shouting a Yes. "Do I speak too fast?" R asked once again. "Fast, Miss," said one of students in the back. The bell rang at 11.20. R closed the meeting, leaving the class with ET and O.

Meeting 2 (May 10, 2012)

Before the class began, R accompanied by ET met the school's administer to borrow a video recorder. Unfortunately it was out of order. R, ET, and O arrived at the class at 12.00 a.m. Three students were still outside of the classroom. Two students asked, "*Miss nonton video lagi ya Miss sekarang?*" R encouraged them to practice English, having them shift to English. ET and O sat at the back of the classroom.

R prepared all of the devices, plugging the cable of LCD and speaker to her laptop. One of the students, using a cane, assisted her to turn on the LCD on the ceiling. The screen placed on the whiteboard was pulled out. R greeted the students, asking their condition. Students responded enthusiastically, except one student still worked with his laptop at the back row. R reminded him to follow the class and asked how many students could bring laptop in the school. Nine of the students raised their hands.

Using Microsoft PowerPoint, R led the class to play Wipe out Game. This game aimed at brushing the previously learned vocabularies and enhancing the students' working memory. There were six circles in one slide; each circle was consisted one word. They were diverse, shade, deforestation, revenue, log, and timber. Students should speak the word together every time the cane pointed at the circle. Then, one by one the words in the circles were hidden backward, while still pointing at them students should speak the words. Sometime it was sped up and jumped from one circle to another as the students said the words. Students were all excited.

R then pointed students one by one drawing on the presence list to ask some details of hortatory exposition text. One of the students answered in trepidation, using Indonesian and English. R gave feedback and suggestion not to be afraid of practicing speaking. R announced that today the students were going to present the results of discussion. Some students, those who were always actively engaged, and mostly the male students looked excited but most of the female students felt reluctant, wrecking nerves. Students were given ten minutes to prepare the presentation. Many students, however, had low voice. Some students were also preoccupied by their own preparation making little buzzing noise.

Meeting 3 (May 15, 2012)

When R came inside of the classroom, the LCD projector and the screen were all ready to be used. R prepared all of the materials, plugged the cable of LCD projector and speaker to her laptop. R greeted the students. They responded. R asked their condition. There were two students absent.

Before the students watched a video entitled “Chemical Substance Found in Drinking Water”, the students were told that while they were viewing the video they should check the phrases they would listen in the paper given. R gave one example, showing the columns by using Microsoft Word. Because it was not the first time they did such an exercise, all of the students understood the instruction easily. Rizal asked, “Miss, can we see it?” The students noticed that there would be some difficult vocabularies in the columns like what they got in the meeting I. R allowed them to check further and checked any difficult vocabularies they might find.

The video’s length was 2’17” taken from Youtube. 18 of the students got the questions all correct. Students said it was easier to put a thick since it helped them to comprehend the content of the video. After discussing the answers, the video was watched again. There were five Wh-questions to follow up.

R rehashed the aim and the generic structures of a hortatory exposition text by utilizing the same file of Microsoft PowerPoint used yesterday. The teacher circled around the class, pointing some students randomly to explain briefly some terms in a hortatory exposition text. It was done along the presentation time. Of three students, two strived to practice their English. One of them took long time to answer. Others started to talk to each other. R got closer to her to help her finding words she needed to say. “So, if there is a chemical found in a drinking water, what should the people do?” asked R. R pointed at the screen. It was written “The people should_____” “The people should move, Miss,” answered Rizal. “The people should worry, Miss,” answered Fauzi. “Should get medicine, Miss,” answered Ahmad. The majority who answered was still the boys. “Okay, I like your ideas. But let’s see Gubita’s opinions. Everybody, listen please. Gubita, should people move, worry, or get medicine?” Gubita seemed to think first and talked to her tablemate a bit. Then, looking assured

she said, “Three of them Miss.” When the presentation was finished, R briefly viewed each of the slides to check the students’ understanding. In that way, some students had more time to take important notes.

The class was announced that today they would make an exposition text. “Do you want to do it individually, in pairs, in groups, or together the whole class?” R tried to solicit for ideas. The students in unison replied they wanted to make it in one class. R explained the rule. There would be 22 sentences made for the text. Each of the students would contribute. The students were asked to respect others opinions. And they could help their friends in composing ideas too.

Fauzi came to the front of the class. He was in charge of writing the sentences. In 45’ students finished the paragraphs. There were still some mistakes in the grammar. R changed their color into green. The bell rang. The class closed.

Field Note Meeting 4 (May 17, 2012)

When R came inside of the classroom, the LCD projector and the screen were all ready to be used. R prepared all of the materials, plugged the cable of LCD projector and speaker to her laptop. R greeted the students. They responded. R asked their condition. All of the students were present.

R reviewed the previous meeting by using Microsoft PowerPoint. R announced that today’s activity was a role play which was related yesterday’s topic. It was called Live Conference on Chemical Substance Found in Drinking Water. The students were divided into groups of Government Officials (4 students), Residents Community (10 students), Reporters (2 students), American Environmental Agency (4), Dairy, and Animal Husbandry Factory (4). The students were allowed to freely choose their role.

They were given 30 minutes to discuss with their groups about their demand what should other parties do to solve the environmental aggravation caused by the chemical waste of dairy and animal husbandry factory. When holding a discussion, many students looked so excited on what should they deliver along their one or two minutes for each participant. Two of the reporters eagerly asked to R how they should organize the meetings, what their job descriptions are, and the language function to lead the meeting.

But they still found difficulties in translating some Indonesian vocabularies into English like the words *jamban*, *limbah*, *kotoran sapi*, etc. Sari’s group used *alfalink* in addition to Cambridge Dictionary. Other groups also used dictionary book. When one or two students did not know the translation they searched by their own or else asked their friends. Meanwhile R kept circling around the class.

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Meeting 5 (May 18, 2012)

When R arrived at the class, LCD projector, speaker, screen were all already prepared and students were all also in the classroom. “Miss, what we watch today?” asked one of the students. “What will we watch today? Hmm. Look at the screen. Can you read what the word it is?” R kicked off the lesson by showing one of the slides in PowerPoint Presentation. The class made a chorus “Robot, Miss.” “Mau nonton film ya Miss?” asked one of the students. R encouraged him to translate in English. R once again emphasized that her presence was to help the students boost their confidence to speak up their mind in English. R shared the students how she strived to learn English.

Then R pointed again the slide by using the laser of the remote. She asked the students how many words they could create by using the word “Robot.” Some students rejoined impatiently, “Boot!” “Root!” “Toor”. “Rob, Miss, Robertt” Lukam hooted. R asked one of the female students, Sari, to use her laptop and check if the guesses were all correct. It took around ten minutes to finish this activity.

R asked Hussein as one of the best performers of today’s activity, “So, in your opinion what is robot, Husein?” Husein replied gleefully, “Machine, Miss.” “Oh, that’s a great answer. In your opinion robot is a machine. How about you, Stella?” said R again to another student. “Man with... baterai apa Miss?” R answered “Battery, dear.” She repeated it and others too. Some other students gave their opinions, using succinct phrases like “Robot CJ7 Miss. Itu anjing berjalan. The dog walk, Miss?” “The walking dog,” R replied. Then by using Cambridge Advance Learner’s Dictionary she typed the word Robot. Here written a machine used to perform jobs automatically, which is controlled by a computer.

Students were asked to study the expressions to agree, disagree, and give opinions in the PowerPoint Presentation. The students were told that they were going to watch a short clip about robots yet unfortunately its creators forgot to insert the dialogues. In pairs, they were asked to simulate a dialogue for the video but also by including the expressions to agree, disagree and give opinions. “Do you understand?” Then Rizal tried to clarify in English. R praised him and continued to watch the video. After watching it two times, the students kept asking to repeat the video over and over. So R insisted the students to start working on the task while the video was still being repeated until they were ready to perform. Using Jet Audio eased R to show again the video without any difficulties.

20 minutes passed. The students were not allowed to bring any paper and while their friends were performing they should fill in the scoring sheet for each pair. They plead to have another ten minutes to prepare.

R gave the students the example of the scoring sheet. It only consisted of three variables considering the students' limited period to pervade all of the columns; fluency, interactive communication, and grammar. R told the students that the final individual score would be drawn from the average point they got. "Can I trust you, class?" The class said a yes.

R asked whether there was a voluntarily pair who wanted to come performing first. This time the students were not silent but gave a suggestion to let R point any one she wanted to. Farkhan and Lukman made a stab at it. They were allowed to pick the next performers. So did the following students. There were 12 pairs of students stimulating a role play. Each of the pair would come over the class and tried to copy the video. The video was reviewed one more time. The students seemed enjoyed the activities. They often threw a hard laugh to some other students' dialogue. Every time they finished the performance the students were given a moment where they could fill the columns ranging from 1 to 5. At the end of the performance, R gave the overall feedback to the students in general.

The bell rang at 11.15. The next task was given as homework. They should enlist their opinions for/against the existence of robots and send it to R's email address. Though the time was up, Fauzi, Deni, and Dimas stayed over and helped R out to shut the LCD projector. Fauzi further asked why R used Windows instead of Linux of which it occurred to him that the latter was safer for virus attack.

Meeting 6 (May 22, 2012)

When R came to the class again all of the multimedia tools available in the classroom were again already prepared by the students. Three of the students were not at the classroom for having student organization meeting. "Everybody please prepare your note book," R instructed the students in the beginning of the lesson. Narendra replied, "Sounds urgent e Miss." And other students responded in Javanese. "English, please!" R again reminded the students. "Alright, Miss beautiful," Narendra said daringly.

Students were asked to study some examples of simple machine in the screen. There were seven types; knife, lever, ramp, screw, wedge, crowbar, and racket.

Working in pairs, they should put them in order of importance for them and give reasons for their decision. The students were pleasingly surprised when they had to discuss this topic. The students did not understand all of the meaning of those words. They willingly opened their own dictionary to check the meaning. “Come on girls and boys; try to use your English at maximum rate,” R encouraged them and circled around the class. Many of the students looked to use their broken English when R was around them. Still unnatural and limited to short phrases only. But many of the students showed progress on their intense of speaking English. Only few of the students were still silent but seemed they relished being directed by their tablemate.

When they had to explain their answers, all of the students spared their talking time with their peers. Other students who had not got their turn did not make noise because they were also preoccupied by their own preparation. “I think knife number one, number two screw, number three racket, number four ramp, number five crowbar, number six wedge, number seven crowbar. Let’s me explain why. Knife because I like help my mother to cook. Screw because I like help my father to fix motor, racket because I like help my sister to playing tennis. Next, Erma will tell,” said Gupita then appointed her peer Rita. R always gave one simple question for each pair who finished talking by using past tense. Most of the students could answer them, although they had not used the correct grammatical sentences.

Students should arrange jumbled paragraphs into a good recount text. The paragraphs were about the experience of a foreigner who had just moved to Indonesia and found troubles in fixing his house. He told his stories in using some simple machines she found at home. The students then were asked to read the text. One student read one sentence. There were some pronunciations that were wrongly uttered. R wrote them down in the PowerPoint. After completing the reading task, the students were told how to pronounce them. R used Cambridge Advanced Learner’s Dictionary to check some words she was not sure.

Students then studied the explanation of what recount text meant from the video. Without being asked the students took note. They asked to repeat the video again. Fauzi questioned what the difference between narrative and recount text is. R asked to other students back. One of them could gave a correct answer, Deni, “Narration text have the climax and anticlimax but recount no.” R showed the difference between them by giving examples by showing some pictures she had prepared.

The students were divided into six small groups of four. Each of the groups got a biography of an inventor of the machine. They in groups were supposed to

make a short summary about it. The time was up. The students have not finished yet. R announced the next meeting they should present the results and their performances would be recorded again. They should make the power point presentation. Each student was supposed to be in charge of one slide. They were given some tips to maximize their presentation in general.

Meeting 7 (May 24, 2012)

The class was moved to another class of grade XI because there would be renovation. The electricity in that class was off however. ET repaired the power line. It took 20 minutes to get the students settled. The students could use all of them. They sat mostly based on their group preferences. Some groups of the students did not use the desk but the floor as the base to write. They seeming more relax stretched their feet without doubt and preoccupied by their preparation to present their material. Meanwhile, R and O were setting up the recorder. The groups took turn based on the lottery. The first group was made

R handed the scoring sheet once again. The students this time were allowed to repeat their presentation if they were not satisfied. They looked less nervous compared to the previous meeting. Of six groups, 2 groups had their performances repeated. The video of their performances were reviewed. The students made fun of some other students. The class looked much more relaxed compared to the previous recording process. R gave some specific feedback on the grammar, especially the past tense. The class ended at 12.30.

Meeting 8 (June 1, 2012)

R congratulated the students for their great progress in the second recording performance. The students were asked to give applause for themselves. They, even some recognized shy students, did joyfully. Each of the students got a white paper of A4. The students were already told to bring colored pencils, crayons, or colored markers. R prepared Microsoft Power Point material. In the slide there was written "Write a Title."

Students asked further for details, "How big, Miss?" "Here or where Miss?" "Give example, dong Miss." Now most of them already asked in English though it was still unnatural but they seemed enjoyed practicing it without being pushed by "English, please." The students were told that the title should be short without thinking it too much. "Any phrase! Like -A Bag of Crowbars- or -A Knife and A Lever," R gave

examples by using the previously learned vocabularies. “Okay, got it, Miss,” Deni said.

The students needed ten minutes to complete the title. Some of them kept changing the words. Some opened dictionary to find the right word. They were encouraged to use new words if possible. In the second slide, it was written “Draw lines” and a picture of the example was in the below of the text. The students then made the lines so the paper was divided into six squares. In the third slide, “Look at the parts of the story. 1st square – what/who; 2nd square -where/when; 3rd 4th 5th square – what happened (plot); 6th square – feelings/impact of the story on the main character (*“It was exciting/disappointing/thrilling/disgusting...”*). In the following slide, it was written “Now swap your paper!” “What is swap, Miss?” asked Narendra. R gave gestures what swap meant. However the second sentence emerged in the slide “BUT NOT WITH YOUR TABLEMATES.” The students then moved around the class to randomly find anyone. Until this point the students could follow the instruction quite easily. When they should move from their own desks, they smiled, looked confused, but their diverse expressions proved their engagement towards the activities.

At the next step, the students should draw simple sketches into each box. There was an example presented in the slide. “Wow, what is that, Miss?” asked Rizal. “I can’t tell you now,” R answered. Then they were shown the parts of the story. “I cannot draw je, Miss,” Dian protested. R ensured her that everyone could draw and it’s not the picture that would be scored.

The students took around thirty minutes to finish this. Every time R wanted to end it up, they plead another five minutes. Students who were already finished were asked to catch the picture so every work could be documented and they had things to do. This group of three boys and a girl finishing earlier moved around the class. Other students concentrated on their sketches.

When finished, the students were asked to swap again the paper to the owner. The owner should write at least six sentences based on the pictures. Then they had to circle around the class to find other partner, but with different student, not their tablemate either, to share the stories. The students were encouraged to speak English and they did. Some of the students shifted in bahasa Indonesia but they struggled to shift again into English. The teacher said they should keep talking until ten minutes. In the screen it was shown the timer so the students noticed the time. Then, in another ten minutes, they should find another partner to share their stories. It was done two times. Ten minutes before the bell rang, R gave feedback once again and announced it was the last time she taught the students and the research had been carried out successfully. She thanked the students, and so did they. It was a great day in all respects.

E
INTERVIEW
TRANSCRIPTS

Interview guideline for the English teacher

- A. Teaching learning process
 1. How do you sequence the teaching learning process?
 2. What are the teaching techniques you use in the classroom?
 3. How do you usually create and manage the teaching and learning materials?
- B. Class situation
 1. How do you manage the students?
 2. Do the students' actively participate?
 3. Do you create the English speaking atmosphere during in the class?
- C. Characteristic of the students
 1. How is the students' attitude toward English?
 2. How is the students' English score?
 3. How is the average students' economic background?
- D. Multimedia use
 1. How do you choose the multimedia use?
 2. How do these tools affect the teaching learning process?
 3. What are your difficulties in employing them?

Interview guideline for the students

- A. Teaching learning process
 1. What do you think of the teaching learning processsequence?
 2. Do you like the activities in the classroom? Why?
 3. What do you expect for the classroom activiities?
- B. Class situation
 1. Do you actively participate?
 2. Do you speak English with your friends?
 3. How are you enthusiastic to learn at the class?
- C. Characteristic of the students
 1. What do you think of English subject?
 2. How is your English score?
 3. Do you have laptop or electronic dictionary?
 4. How do you usually learn English?
- D. Multimedia use
 1. Does your teacher use multimedia materials?
 2. Are you familiar with watching videos, PowerPoint, and some language softwares
 3. How do these tools affect the teaching learning process?

F
PHOTOGRAPHS



The students asked questions to their friends who were performing in front of the class.



The students were preparing themselves for speaking tasks



The students were searching materials in the library to prepare their presentation.



The researcher assisted the group discussion whose one of the students used Cambridge Advanced Learner's Dictionary in his laptop.



The students paid attention on the slide PowerPoint presentation.



The researcher gave instruction while circling around the class/

G

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

3 Mei 2012

Nomor : 647a/UN.34.12/PP/VI/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Kepada Yth.
Kepala Sekolah SMP N 1 Bantul Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

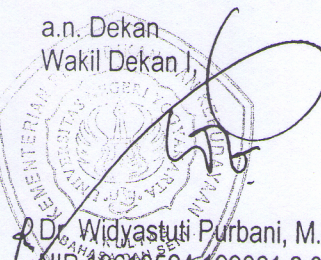
Utilizing Classroom Multimedia Tools to Improve English Speaking Learning Process of Grade VIII Students at SMP Negeri 1 Bantul

Mahasiswa dimaksud adalah :

Nama : MARWATI
NIM : 06202241003
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei 2012
Lokasi Penelitian : SMP Negeri 1 Bantul

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I

R.D. Widyastuti Purbani, M.A.
NIP. 19610524 199001 2 001



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/4311/V/5/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY
Tanggal : 02 Mei 2012

Nomor : 646A/UN34.12/PP/V/2012
Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : MARWATI NIP/NIM : 06202241003
Alamat : KARANGMALANG YK
Judul : UTILIZING CLASSROOM MULTIMEDIA TOOLSTO IMPROVE ENGLISH SPEAKING LEARNING PROCESS OF GRADE VIII STUDENTS AT SMP N 1 BANTUL
Lokasi : KAB BANTUL Kota/Kab. BANTUL
Waktu : 03 Mei 2012 s/d 03 Agustus 2012

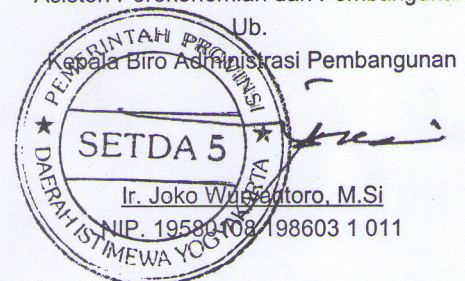
Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 03 Mei 2012

A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Bantul cq Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Prov. DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang Bersangkutan